

**IMPROVING STUDENTS' WRITING SKILLS THROUGH THE USE OF
GUIDED WRITING IN CLASS XI OF SMK N 1 PANDAK BANTUL IN THE
ACADEMIC YEAR OF 2012/ 2013**

A Thesis

**Submitted as Partial Fulfillment of the Requirements for the Attainment of the
Degree of *Sarjana Pendidikan* in English Language Education**



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2013**

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ACADEMIC YEAR OF 2012/ 2013**

A THESIS

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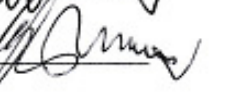
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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MOTTOS

And We did not create the heaven and the earth and that between them aimlessly. - QS. Shaad (38): 27

Nothing is a waste of time if you use the experience wisely. -**Rodin**

Success is getting what you want. Happiness is wanted what you get. -**Dale Carnegie**

Fear is a disease that eats away at logic and makes man inhuman. -**Marian Anderson**

Nothing in this world is impossible to a willing heart. -**Anonim**

The distance between success and failure can only be measured by one's desire. -**Anonim**

Education's purpose is to replace an empty mind with an open one. -**Anonim**

DEDICATIONS

This thesis is fully dedicated to:

My lovely parents

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Finally, I hope that this thesis is useful for the readers. However, I realize that this thesis is far from being perfect; therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, May 2013

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LIST OF ABBREVIATIONS

Act	Activities
APKJ	Agribisnis Pembibitan Kultur Jaringan
Mat	Materials
Med	Media
S	Students
T	Teacher
Tech	Technique

IMPROVING STUDENTS' WRITING SKILLS THROUGH THE USE OF GUIDED WRITING IN CLASS XI OF SMK N 1 PANDAK BANTUL IN THE ACADEMIC YEAR OF 2012/ 2013

**By Ndaru Retnaningsih
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ABSTRACT

The aim of this research is to improve the students' writing skills through the use of guided writing in class XI APKJ of SMKN I Pandak Bantul in the academic year of 2012/2013. Based on the identification of the problems done through observation and interviews, the students had some problems in writing skills. The problems were dealing with content, organization, vocabulary, language use, and mechanics. They also had low motivation in writing.

This research was an action research study that consisted of two cycles. The subjects of the study were the students of class XI APKJ of SMKN I Pandak in the academic year of 2012/2013. The data of this study were qualitative and quantitative. The qualitative data were collected by observing the teaching-learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the forms of field notes and interview transcripts. Meanwhile, the quantitative data were collected by assessing the students' writing works at the end of each cycle. The quantitative data were in the form of students' writing scores.

The results of this study show that the implementation of guided writing technique can improve the students' writing skills. Through guided writing, the students can generate their ideas easily, organize their paragraph appropriately, and write a text by using correct vocabulary, grammar, punctuation, and spelling. In addition, the implementation of guided writing can also improve students' motivation to write. Meanwhile, the different result of students' mean scores of tests between Cycle 1 and Cycle 2 showed that there were some improvements. The students' content scores improved from 2.76 to 3.7. The students' organization scores increased from 2.63 to 3.1. The students' vocabulary scores improved from 2.24 to 3.1. The students' language use scores increased from 2.4 to 3.1. The students' mechanics scores improved from 2.1 to 2.6. The improvement could also be seen from the students' score in the conversion table analysis. The number of the students who were excellent increased from zero in Cycle 1 to six in Cycle 2. Moreover, there were no students who were poor in Cycle 2. This implies that the implementation of guided writing technique improves the students' writing skills.

CHAPTER I

INTRODUCTION

This study was aimed at improving the eleventh grade students' writing skills through the use of guided writing. This chapter consists of six sections, namely background of the study, identification of the problem, delimitation of the problem, formulation of the problem, research objectives, and significances of the study.

A. Background of the Study

Language is an important thing in human life. People need language to communicate with others not only with people around us but also with people all over the world. Hence, people need language which can be understood by most people in the world. English is one of the languages that fulfills that criterion since it has become an international language. This criterion makes many people want to learn English because they want to be able to communicate with many people all over the world.

English has four language skills that should be mastered well by those who want to learn English especially by the students of vocational high school. They need English because it is important for their professional career. Professional life nowadays needs a person who not only knows English but also masters English as well. The four language skills to be mastered are listening, speaking, reading and writing. They are receptive and productive languages which are related to each other so that it is impossible for them to be separated.

As one of those four skills, writing plays important roles not only in educational field but also in daily life. First, writing is a means of communication which enables the people to communicate with others by using written symbols. They can express their feelings, ideas and also complaints to other people by using letters, internets, e-mails, or others social networks. Writing also plays an important role in technology because it eases the people to communicate in today's era. It is important for the people who are separated by distance as well because they can write letters or messages to communicate and interact. For example, it eases a student who studies overseas to communicate with his family at home.

On the other hand, writing is important for academic purposes as well. For instance, it is needed by the students to write essays, journals and thesis. In this case, students are expected to have good skills in writing in order to compose good sentences and paragraphs. They should write correctly in the forms of correct grammar, vocabulary, spelling, coherence, punctuation, etc.

Writing is also needed in professional life. Professional people should have good writing skills because it is important to communicate with their partners, for example by e-mails, memos, etc. In other words, writing is needed for career purposes. People who want to succeed in their career should be able to write well. They are expected to write correctly in specific form such as writing business letter, making projects as well as writing reports. They have to consider appropriate dictions, grammatical features, coherence, etc so that it will reduce ambiguity of their writing.

Because writing skills are really important for today's life in communication, academic purposes and professional life, people should have good writing skills in order to succeed in their field. A good writing skill can be gained through studying at schools including in vocational high schools. The students of vocational high schools are given a lot of materials which demand them to be good writers which are necessary for them to survive in their field. In this case, there are some aspects that should be considered in order to be skillful writers. They should have awareness of grammatical features, appropriate dictions, and coherence and cohesion awareness that will ease the students to write well and confidently.

However, based on the researcher's observation at school, students' writing competence was relatively low. There were some facts about students' writing competence at vocational school, especially in Class XI of APKJ Department in SMKN 1 Pandak Bantul. First, they had difficulty in generating their ideas. They found difficulty to develop ideas when they were writing. It was hard for them to transfer their ideas into a readable text. They tended to get stuck on the first sentence of the paragraph since they were afraid to develop it into a good and readable text.

Second, the students lacked vocabulary mastery. Thus, it made them not able to choose appropriate words for their writing. They had difficulty in selecting diction which was appropriate for certain topic of writing. In this case, it was important for the students to improve their vocabulary mastery and used it appropriately based on the topic.

Third, students did not have awareness of grammatical features since they did not master those features well. They just translated their native language into English for their writing without considering grammatical features which are, of course, different from their native language. Since grammatical features are important in writing, the students should be aware of these aspects so that their skills in writing would increase.

Fourth, students' writing composition lacked coherence and cohesion. A good composition of writing should have coherence and cohesion but the students did not really pay much attention on those aspects. It was difficult for them to create coherent paragraphs and used cohesive devices appropriately. Moreover, they just simply wrote a text without considering cohesive devices in their writing. Therefore, it was considered that students faced problems on this aspect of writing.

Besides, students did not really engage in teaching-learning activities since they found that the teaching and learning activities were monotonous. It made them inactively participate in the activities. They were not interested in the activities because the teacher did not set interesting and challenging activities for them to get involved.

The sixth problem is that the teacher used a monotonous technique to teach writing. She was too often to explain the materials through the same technique. The lesson became teacher-centered so that the students were far from being excited in the teaching and learning activities. Their involvement during the activity was also limited. It made them look so bored during the lesson. The

technique used by the teacher, finally, could not stimulate students' motivation to write.

B. Identification of the Problem

Good writing skill means an ability to write sentences, paragraphs as well as other written products with good aspects of writing. Those aspects include grammar, punctuation, vocabulary, spelling, coherence as well as cohesion. Those aspects should be considered by the high school students, especially vocational students, when they wanted to have a good composition in writing. However, the vocational high school students still found some difficulties in it. The difficulties might arise because of some problems. The problems were mostly caused by three factors; student, teacher and technique.

The first and the main factor that arouse in writing were the students themselves. The students had low motivation when they write so that it affected their attitudes on writing. They were not enthusiastic in learning writing. They got bored easily in the teaching and learning process since they had less attention in writing.

They were afraid of making mistake as well because their vocabulary mastery was low so that they found difficulty in choosing the appropriate dictions in their writing. In addition, they had low grammar mastery which made them unable to construct sentences well. Moreover, their language organization was bad so that their writing was difficult to be understood by the reader. Furthermore, they could not spell words correctly that made their writing unable to be understood, too.

Many students also had problems in developing ideas. They were unable to develop their ideas well. They could not arrange the sentences well too. They just combined them without considering the main idea and supporting details. They could not make a well-organized paragraph. They did not know how to make a coherent paragraph and use cohesive devices. Therefore, most of their sentences in a paragraph were not related to each other.

In relation to the teacher factors, there were some problems existing. The first was that the teacher did not have creative method in teaching writing. She could not provide an interesting method so that the students got bored easily when they were taught writing. Moreover, the teacher did not give appropriate feedbacks related to the students' writing products. She just simply asked the students to write down a text and then submitted it to the teacher. Teacher then gave it back to the students without discussing which was correct and incorrect of their writing. It made the students confused of their mistakes.

On the other hand, the situation in the classroom was relatively bad. The students did not actively participate in teaching-learning activities because the teacher did not use interesting media to teach writing. It made the students just talk with others when the teacher presented the material. The interactions between teacher-student and student-student were not good.

The problem was also caused by the technique used by the teacher. The teacher did not use various techniques in the teaching learning process. She made a rigid atmosphere so the students were passively involved during the lesson. The teacher seemed unable to facilitate students' learning process by creating such an

interesting activity. Instead of making the students interested in the material taught, the technique used by the teacher made the students become unexcited. It could decrease students' motivation to write. Therefore, the teacher should create an appropriate technique which could improve students' motivation to write so that they would not get bored easily with the learning process.

C. Delimitation of the Problem

Based on the observation which was conducted by the researcher, the researcher and the teacher as the collaborator decided to carry out a research focusing on improving students' writing skills through the use of guided writing. The researcher found that the students' writing skills was relatively low. One of the factors was related to the technique used by the teacher that made them unmotivated to write. Therefore, the researcher focused on solving a problem related to the technique used in the classroom.

For that reason, there must be an appropriate technique to develop the writing skills of the students. Guided writing, as one of the techniques in improving students' writing skills might become one of the alternative ways. It could provide step by step of writing processes and simulators to the students. It also provided feedback not only from the teacher but also from the peer. This method was used since it made the students easily generate their ideas. Therefore, it could increase students' interest and motivation in writing. In this case, it could build confidence toward the students to write so that they could improve their writing skills.

D. Formulation of the Problem

The problems of the research can be formulated as follows, “How could the guided writing be implemented to improve students’ writing skills in class XI of SMK N 1 Pandak Bantul in the academic year of 2012/ 2013?”

E. Research Objectives

The study was aimed at improving students writing skills by using guided writing technique in class XI of SMK N 1 Pandak Bantul in the academic year of 2012/ 2013. In implementing the efforts, the researcher employed five steps on it as follows;

1. Identifying factors influencing the students’ low writing competence.
2. Developing plans of action based on the influencing factors.
3. Implementing the plans of action.
4. Evaluating the implemented action.
5. Describing significances of guided writing in improving the students’ low writing competence.

F. Significance of the Study

1. For the teacher

For the teacher, the result of the study will help her improving the students’ writing skills through the use of guided writing.

2. For the researcher

For the researcher, this study will improve the researcher’s teaching skills.

3. For the students

The study is important to help them improving their writing skills.

4. For the principal

The result of this study may be useful for the principal to make decisions for the better teaching and learning process at school particularly in English subject.

CHAPTER II

LITERATURE REVIEW

A. Writing

1. The Nature of Writing

Writing is one the four language skills in English including speaking, reading and speaking. It is also one of the two productive languages in English instead of speaking. Writing and speaking are productive skills that mean they involve producing language rather than receiving it (Spratt et.al, 2005: 26). However, writing is more complex than speaking because it has more carefully constructed sentences and greater range of vocabulary and grammar (Davies and Pearse, 2002: 100).

Writing is a means of communication (Hefferman and Lincoln, 1986: 3). Writer communicates their idea to their readers through text. It involves communicating a message (something to say) by making signs on a page (Spratt et.al. 2005: 26). Therefore, the main purpose of writing should be seen as achieving effective communication, not just producing correct English (Davies and Pearse, 2002: 98)

Writing is a also a process of putting letters, symbols, numbers, or words on a paper to express one's ideas. It is a process of recording and processing the information by rearranging, rephrasing or recognizing the information so the information will be more meaningful and easier to remember. It can be implied that writing is a process of communication by recording and processing the ideas which can be understood by the reader.

Writing is a process that involves discovering a point, developing idea, organizing ideas and finally revising and editing to minimize the error. The process is not only for making brainstorming from the writers' background knowledge but also for putting the idea on the paper. In other words, writing is a written product of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product (Brown, 2001:335).

On the other hand, writing has two approaches which enable the teacher to focus on students' writing. There are two common approaches in writing namely process and product writing. Harmer (2001: 257) explains that when concentrating on the product, we are only interested in the aim of a task and in the end of product. It is also supported by Nunan (2003: 36) that the product approach to writing focuses on the end result of the act of composition, i.e. the letter, essay, story, and so on. Those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through. Product writing sometimes just focuses on the certain aspects of writing such as spelling, punctuation, and sentence construction. Whereas, process writing focuses on the stages of writing process from drafting to revising but sometimes it takes time to carry out.

In order to write effectively, writers need to consider some aspects in writing. There are seven aspects of writing proposed by Gower, Phillips, and Walters (1995: 113). They are handwriting, spelling, punctuation, sentence construction, organizing a text and paraphrasing, text cohesion, and register/ style. Those aspects are essential in writing since they contribute to the success in writing. This means that the success of writing product depends on how well the writer masters those writing aspects.

Meanwhile, Broughtton et.al (1980: 116) state that if the goal of the English teacher is to enable students to produce fluent, accurate and appropriate written English, there are a number of aspects which need to be considered. These are:

- (1) Mechanical problems with the script of English;
- (2) Problems of accuracy of English grammar and lexis;
- (3) Problems of relating the style of writing to the demands of a particular situation;
- (4) Problems of developing ease and comfort in expressing what needs to be said.

To be a good writer, she/he has to consider many skills in writing. Davies and Pearse (2002: 96) mention some skills in writing that should be mastered well by the writer. There are two classifications on it namely basic skills and cognitive skills in higher level writing. The basic skills involve handwriting or typing, spelling, constructing grammatical sentences, and punctuating. At higher levels, writing involves cognitive skills such as gathering information and ideas relevant to the topic, and discarding what is not relevant; organizing the information and ideas into a logical sequence; structuring the sequence into sections and paragraphs; expressing

the information and ideas in a written draft and editing the draft and writing out a final draft.

While Spratt et.al (2005: 26) state that writing involves several subskills. Some of these are related to accuracy. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly, and using paragraph correctly. Brown (2004: 221) also states some skills in writing which are categorized into two aspects namely micro-skills and macro-skills. They are as follows.

Micro-skills

- (1) Produce graphemes and orthographic patterns of English.
- (2) Produce writing at an efficient rate of speed to suit the purpose.
- (3) Produce an acceptable core of words and use appropriate word order pattern.
- (4) Use acceptable grammatical system (e.g. tense, agreement, pluralization, patters, and rules).
- (5) Express a particular meaning in different grammatical forms.
- (6) Use cohesive devices in written discourse

Macro-skills

- (7) Use the rhetorical forms and conventions of written discourse.
- (8) Appropriately accomplish the communicative functions of written text according to forms and purpose.
- (9) Convey links and connections between events, and communicate such information, generalization, and exemplification.
- (10) Distinguish between literal and implied meanings when writing.
- (11) Correctly convey culturally specific references in the context of the written text.
- (12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrase and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

2. Writing Process

Writing process is the stages a writer goes through in order to produce something in its final written form (Harmer, 2004: 4). It is an interrelated set of recursive stages which include drafting, structuring, reviewing, focusing, generating ideas and evaluation (White and Arndt in Harmer, 2001: 258). Structuring includes ordering information, experimenting with arrangements, etc. Reviewing consists of checking context, connections, assessing impact, and editing. Focusing makes sure that you are getting message across you want to get across. Generating ideas and evaluation include assessing the draft and/or subsequent drafts. White and Arndt's model can be represented diagrammatically as in figure below.

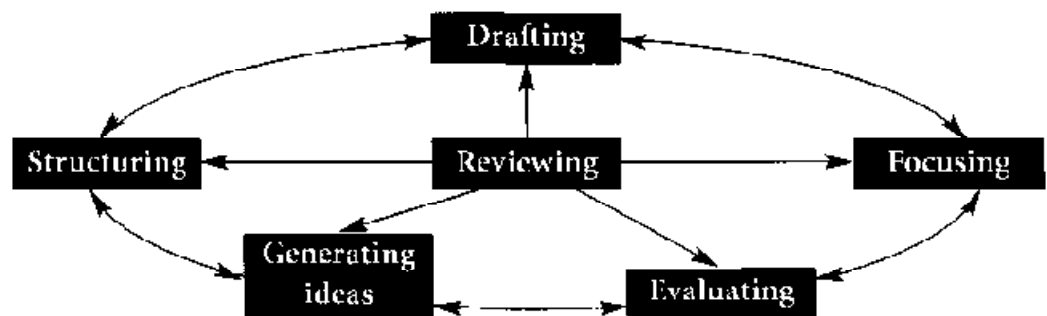


Figure 1: **White and Arndt's Model of Writing Process**

The writing process includes some stages. They are prewriting, rough draft, peer editing, revising, editing, final draft, and publishing. In prewriting stage, students brainstorm to generate ideas for writing. They use charts, story webs, and graphic organizers to help develop a word list for writing, decide the type of writing, and audience, and determine the purpose for writing. The second stage is rough drafting. In this stage, the students put their ideas on paper. At this time, they write without

major attention to punctuation, grammar, or neatness. The purpose of the rough draft is for the student to focus on his/her ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure.

Then, the next stage is called peer editing. Classmates share their rough drafts and make suggestions to each other for improvement. They help each other understand the story by asking who, what, when, where, why, and how questions. They look for better words to express ideas and discuss among themselves how to make the writing clearer. The fourth stage is revising. In this stage, the students use the suggestions from classmates to make additions or clarify details. Students try to improve their writing on their own. The teacher steps in at this stage and gives feedback.

After that, the students work with the teacher and/or peers to correct all mistakes in grammar and spelling. This stage is called editing. The next stage is final draft. The students produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvement at this point. The writing process is finally at its end. Students publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for students to celebrate. They may share their pieces with the class during story time, make a class book or a personal portfolio, or send their work to local newspapers or children's magazines for publication.

On the other hand, Richards and Renandya (2002: 315) assert that process writing as a classroom activity incorporates the four basic writing stages- planning, drafting (writing), revising (redrafting), and editing- and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. It is also supported by Harmer (2004: 4) that the process has four main elements namely planning, drafting, editing, and final version. Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier.

B. Teaching and Learning in the Classroom

1. Teaching Writing

Teaching is, as suggested by Brown (2007: 8), showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching gives opportunity for the teacher to transfer his knowledge to the students so that the students can understand the subject well. However, the teacher is not just simply transferring knowledge to the students but also he has to help and guide them to achieve the knowledge. In this case, teacher should have competence on it such as pedagogic, personal, social as well as interpersonal.

Similarly, teaching language especially writing is not far different from the explanation above. Teacher needs to help, guide, and provide students with the

writing knowledge to achieve goal in teaching writing. Moreover, in teaching language, teacher need to be patient enough because teaching language is not easier than when he teaches mathematic or other exact subject. It is also important for the teacher to understand the students well in order to know their development in learning language.

When teacher teaches writing, the most important thing to consider is that the teacher should give model text for the students. Thus, the teacher of writing might be a writer too. Palmer et.al. (1994: 52) suggest that the teacher who is a writer becomes a model for students. Modeling or demonstrating the process of writing by writing along the students is a primary part of the instruction provided by an effective teacher. Further, Palmer et.al (1994: 3) add that students benefit immensely when a process, such as writing, is modeled. Graves in Palmer et.al (1994: 3) also asserts that teachers should also be writers; otherwise, teachers won't know how the process of writing feels.

In spite of the explanation above, the teacher has to facilitate students with step by step guidance in all steps of writing. Teacher is not only help students while they are writing but also before, during and after they are writing. Harmer (2004: 41-42) states that among the tasks which teachers have to perform before, during, and after students writing are demonstrating, motivating and provoking, supporting, responding, and evaluating. Therefore, teacher should be active enough in guiding the students to learn writing.

On the other hand, why writing should be taught to the students of English as foreign language also need to be considered. The reason will encourage teacher to give all the best to their students. Teacher will not simply deliver all the materials for the students but also he will educate them to be good writers. In this case, Harmer (2001: 79-80) mentions four reasons for teaching writing to students of English as foreign language. They are reinforcement, language development, learning style, and writing as a skill.

All of those four reasons proposed by Harmer are essential for students to learn language from writing. As in reinforcement, it will ease the students to learn language by visual demonstration of language construction since it will help them to commit on the new language to memory. The next is that by writing, students can develop their language because constructing proper written text is all part of the ongoing learning experience. Thirdly, writing might be a learning style for some students who find difficulty to pick up language by looking and listening. The last is that writing is a skill that should be mastered by the students for their future such as to write letter, reports, etc.

However, students still find difficulties to write. The most basic thing that hinders students to write is that they have low vocabulary mastery. Thus, it is difficult for the students to express their idea through appropriate words in certain context. Moreover, the ability to express one's ideas in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement; many native

speakers of English never truly master this skills (Celce-Murcia, 2001: 206). Similarly, Richard and Renandya (2002: 303) state that the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

Some problems may also arise when teachers teach writing to the students. The problems may come in different ways. Lidvall and Clark in Lan.et.al (2011) stated that most students are usually apprehensive toward writing activities, and writing instruction remains an area of low interest for those students. Besides, the lack of suitable learning strategies in writing result in low motivation for students (Yang & Chung, 2005; Lo & Hyland, 2007 in Lan et.al: 2011).

Writing is a learning process that needs long time to work. This is supported by Palmer et.al (1994: 1) that writing is a learned process that takes time and concentrated practice. But teachers spent little or no time teaching the students how to write. They expected their students to plan and compose their assignments outside of class, and they graded the essays on the quality of the written analysis and the “style” of writing (Reid, 1993: 1).

In another occasions, the problem lies from the teacher that does not have creative strategy to teach writing. It happens on the teachers who have lack of experiences so that they just follow certain course book provided in the school. The inexperienced or poorly qualified teacher may take materials directly from the text book, with which an answer booklet is usually provided. They may often be corrected as a group

procedure in the classroom, and they yield a wide spread of evaluative grades for the teacher's records (Rivers, 1981: 291).

2. Learning Writing

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction (Brown, 2007: 7). Hence, it can be implied that learning language is acquiring or getting of knowledge of language by study. Language is important to study because it is a part of communication. English is one of the languages which becomes an International language so that it is important for the people, especially by the students of vocational school to study it not only for communication but also for fostering their job in the future.

Writing is one of the productive skills which need to be learned by language learners. They learn writing as an essential component not only for academic practice but also later in their professional life. For the high school students especially the vocational high school students, writing is important for their professional life. Based on the writer's interview with them, they still consider writing as a difficult thing.

3. Types of Writing Activities

There are some writing activities that might be administered by the teacher in the classroom such as copying, controlled or guided writing, extensive etc. Brown (2001:

343-346) mentions five types of writing activities in the classroom. They are as follows.

a. Imitative or writing down

In this activity, students are asked to copy letters, words, and possibly sentences in order to learn the convention of the orthographic code. In this case, imitative or writing down, or just called it as notation is the simplest activity in writing. Rivers (1981: 294) asserts that in its simplest form, writing may be just notation: copying in its conventional graphic form something already written, or reproducing in written form something which has been read or heard. This act may involve nothing more than the ability to use the writing system of the language (already an important skill where a different script must be learned). This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system (Brown, 2004: 220). It can be concluded then, that the aim of this activity is to familiarize the students with the convention or the rule of language construction.

b. Intensive or controlled

This type of writing activities might be simply called as guided writing or writing practice. It is an activity in which the students are concerning with grammatical aspects. This is the type of writing which is involved in grammatical exercises, the construction of simple dialogues, uncomplicated translation exercises, dictation, and the cloze procedure (Rivers, 1981: 294). Further, she states that the activity moves from the more guided types of exercises, where elements of structure and vocabulary

are manipulated, expanded, transformed and restated in various ways, more flexible production in writing, where students begin from the material provided and develop it out in an individual way. Brown (2001: 344) affirms that a common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout.

c. Self-writing

Self-writing means writing with only the self in mind as an audience (Brown, 2001: 344). The activity might include note-taking and writing diary. The students are expected to be active to write in their own creativity.

d. Display writing

It is one of the activities in writing which demands the writers to publish it. Some of the exercises in display writing are writing research reports, writing journals, etc.

e. Real writing

Real writing is activities which demand the writer to write messages based on the context. It includes academic, vocational or technical, and personal setting. Rivers (1981: 294) also calls it as expressive writing or composition. Composition may be for practical purposes (the writing of instructions, reports, résumés, concrete descriptions, or essential correspondence connected with everyday affairs), or it may be more creative. The ultimate goal in creative expression will be to express oneself in a polished form which requires a nuanced vocabulary and certain refinements of structure.

4. Teaching Writing in Vocational School

Teaching writing in vocational high school differs from teaching writing in senior high school in general. Vocational school focuses their instruction on certain skills of occupation. Therefore, their instruction on writing should be based on their needs in those occupation such as wiring memos, application letter, etc. In line with Brown (2001: 339), in vocational-technical English (where students are studying English in connection with a trade or occupation), students need to fill out forms, write simple messages, write a certain conventional reports (for example, a bid on a contract, and inspection report), and at the most “creative” end of the continuum, write a brief business letter.

The aim of teaching and learning English in vocational high school is to provide students with an ability to use English in their daily communication based on the global demand and to make them able to build up the communication in a higher level. It is especially in a context which is suitable or needed by a study program they major in, both spoken and written (Standard of Content of English subject for SMK, Indonesian National Education Standard Board). Therefore, the objective of teaching and learning English in this kind of school is not only for daily communication language but also for a future use based on a study program that students major in.

On the other hand, the aim of teaching English in grade XI of vocational school is that the students are able to communicate in English in the Level Elementary. The aim is as explained in Basic Competence in SMK as following.

Table 1: Standard of Competence and Basic Competence of SMK for Elementary Level

Standard of Competence	Basic Competence
1. Being able to communicate in English in the Elementary Level.	<p>2. 1 Understanding daily simple expressions both in professional context and personal context with unnative speaker.</p> <p>2. 2 Making note of simple messages both in ongoing interaction and using instrument.</p> <p>2. 3 Elaborating the job description and education background written and orally.</p> <p>2. 4 Telling past job experience and future job planning.</p> <p>2. 5 Expressing various intentions.</p> <p>2. 6 Understanding simple instructions.</p> <p>2. 7 Making short messages, direction and list by using appropriate diction, spelling, and grammar.</p>

From the table above, there are some Basic Competencies that will be possible to teach writing. They are in point 2.3 (Elaborating the job description and education background written and orally), 2.4 (Telling past job experience and future job planning) and 2.7 (Making short messages, direction and list by using appropriate diction, spelling, and grammar). Those three criteria will enable the students of

vocational school to write that will be important for them to communicate in daily life.

In the first criteria, the students are asked to identify their job and their educational background both spoken and written. Secondly, the students should be able to tell their past job and their future job planning. Thirdly, the students have to make short messages, sign and list with acceptable diction and spelling.

5. Factors Influencing Teaching and Learning Writing

a. Classroom Interaction

Interaction is a part of communication. It is how people communicate with others in order to send and receive messages. People can also interpret and negotiate meaning as well as express their ideas through interaction so that they can get the purpose of sustaining interaction. Brown (2001: 165) explains that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Here, people may explore and express their thoughts and there is feedback on it.

Interaction happens everywhere and every time when there is a communication between two or more people. It also happens in the classroom where teacher and students get involved in the teaching and learning process. The interaction may occur when the teacher delivers the material to the students and the students ask questions

to the teacher. Discussion is also one of the way to have an interaction both teacher-student and student-student.

Interaction is important in language teaching since it can give impact on students' language development. Students can learn many things through interaction. They can express their ideas and thoughts, give feedback to others, and also negotiate meaning. Rivers in Brown (2001: 165) asserts that through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussion, skits, joint problem-solving tasks, or dialogue journals.

In writing class, the interaction occurs when the students have to work in group. This kind of interaction happens among students. They can brainstorm their ideas to make text and give response toward other students work. They can correct other students writing task as well as give feedback on it. On the other hand, teacher also plays an important role on those kinds on interaction. He guides students if they find difficulty in discussion. Teacher may give feedback toward students' work and he has to bring the students in a good atmosphere of classroom so that students can enjoy the teaching and learning process.

In spite of guiding students to write, teacher should motivate, give information, and also provide feedback to the students. They can be motivator, resource, and feedback provider (Harmer, 2001: 261-262). As a motivator, teacher should motivate the students, creating the right conditions for the generation of ideas, persuading them

of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit. As a resource, teacher should be ready to supply information and language, offer advice and suggestions, and observe students' progress in writing. As a feedback provider, teacher should give feedback and encourage students to write better.

b. Classroom Management

Classroom management is how the teacher manages the class in order to create a good atmosphere in teaching and learning process. Cruickshank, Jenkins, and Metcalf (2006: 375) assert that classroom management is the methods to create and maintain a classroom community in which a teaching and learning process can occur. Moreover, Major (2008: 216) explains that classroom management as the establishment and maintenance of problem prevention systems, including the regulation of time and space and the active engagement of students. Burden and Bird (2010: 218) also mention that classroom management involves the teacher to conduct actions in creating a learning environment which encourages positive social interaction, active engagement in learning, and self-motivation.

Teacher plays very important role in managing the class. Almost all of the activities in the classroom need teacher involvement. Teacher may play different roles during the teaching and learning process. Spratt et.al. (2005: 145) state that

these roles will be appropriate to the type of lesson, activities, lesson aims, and the level and age of the learners. Table below shows teacher roles to manage the class.

Table 2: Teacher's Role

Role	The teacher:
1. Planner	Prepares and thinks through the lesson in detail before teaching it so that it has variety and there are appropriate activities for the different learners in the class.
2. Informer	Gives the learners detailed information about the language or about an activity.
3. Manager	Organizes the learning space, makes sure everything in the classroom is running smoothly and sets up rules and routines (i.e. things which are done regularly) for behavior.
4. Monitor	Goes around the class during individual, pair and group work activities, checking learning.
5. Involver	Makes sure all the learners are taking part in the activities.
6. Parent/ Friend	Comforts learners when they are upset or unhappy.
7. Diagnostician	Is able to recognize the cause of learners' difficulties.
8. Resource	Can be used by learners for help and advice.

Adopted from Spratt et.al (2006: 145)

To manage the class well, teacher should pay attention on some physical aspects in the classroom. As pointed out by Brown (2001: 192-194), there are four categories to be taken into consideration to manage the class. The first category is sight, sound and comfort. It is important since students are really affected by their seeing, hearing and feeling when they are learning. Teacher should make sure that the class is ready to use and far from any noise. Second category is seating arrangements. Teacher is allowed to arrange the class based on students' seat which aims at controlling students' behavior in the classroom. The next is the chalkboard use. However, since in nowadays there is also whiteboard, it might be exchange with the use of board. Teacher should maximize the use of this media by providing aids such as pictures or

charts to ease the students to understand the lesson. The last category is equipment. Teacher has to make sure that there are certain equipments that are needed by the teacher to deliver the lesson.

c. Feedback

Feedback in writing is usually given in the form of written feedback, both direct and indirect. However, it will take time since there are a lot of students in one class. It is also impossible if the teacher has more than one class to be taught. Consequently, he should find another form of feedback that works effectively. Teacher may use oral feedback as well as peer feedback. Oral feedback can be in the form of conferences between teacher and students to discuss students' writing and it is recorded to allow the students to replay it to understand the benefits of teacher's comments. The conference may last for not more than fifteen minutes long. Celce-Muria (2001: 228) says that conferences of about 15 minutes seem to work best and can provide the teacher an opportunity to directly question the students about intended messages which are often difficult to decipher by simply reading a working draft.

On the other hand, teacher can use peer feedback as well to response students' writing. It is impossible to give feedback in the whole class discussion instead; teacher can group students in a group of three or more. Then, guidelines in the form of a short list of directed questions that students address as they read their own or

other students' papers are given. Next, they have to present it in front of the class to get other students' response.

Since guided writing focuses the activity on grammatical features, there are some general guidelines and suggestions for providing feedback on grammar proposed by Celce-Murcia (2001: 246) as follows.

- a. Teacher can give indirect feedback rather than direct feedback to the students' writing because it is more useful and often more desired by students. The feedback can be in the forms of putting a check in the margin of the line where errors occur; underlining or highlighting selected errors; coding errors either in the margins or above selected errors with the symbols; or attaching a sheet to the students' draft with a list of several structural errors along with exercises or handouts to help the students better understand the grammatical system or feature involved.
- b. Teacher should not give feedback on all students' errors but he should focus on certain errors that most needed by the students.
- c. Feedback should be given to the urgent one that affects students' communication and appear mostly to the students.
- d. Teacher may give feedback simultaneously so that it easy for the students to correct it without needing much time.

d. Motivation

Motivation is a feeling that derives someone to do something. Similarly Harmer (2001: 51) states that at its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Spratt et.al (2005: 38) also explain that motivation is the thoughts and feelings we have which make us want to do something, continue to want to do it and turn our wishes into action, i.e. motivation influences: why people decide to do something, how long they want to do it for, and how hard they are prepared to work to achieve it. Meanwhile Brown (2001: 72) suggests that motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit.

In language teaching, motivation is important because it affects students' success to learn language. However, each student has different motivation in learning language. It depends on their purposes and orientations. Harmer (2001: 51) points out that the strength of that motivation will depend on how much value the individual places on the outcome he or she wishes to achieve. Therefore, students should determine their own orientations to learn language so that they can get achievement based on their own motivation.

On the other hand, there are two common orientations that motivate someone to learn language namely instrumental and integrative orientations. Brown (2007: 172) affirms that the instrumental side of the dichotomy referred to acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical

material, translation, and so forth. The integrative side described learners who wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group. It can be concluded then students' success in learning language will be dependent on their orientations whether they want to succeed on their career or integrate in certain culture. In this case, students in vocational school mostly concern in instrumental orientations since their purpose in learning English is for fulfilling the academic purpose.

Students' motivation in learning language is sometimes influenced by several factors such as reward, punishment as well as orientations. Students will be highly motivated when they are given reward by the teacher if they, for example, answer a correct question. On the other hand, students will be unmotivated to learn because the teacher gives punishment because they do unexpected behavior in the classroom. This kind of motivation belongs to extrinsic motivation. Harmer (2001: 51) suggests that extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future reward. Further, Deci and Ryan's self-determination theory in Elliott et.al (2005: 15) state that an individual is said to be extrinsically motivated when the individual engages in a task primarily in order to receive a reward or to avoid some form of punishment.

Meanwhile, some students are motivated to learn because they enjoy with the lesson. They learn language because they want to. Harmer (2001: 51) says that

intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Moreover, the self determination theory from Deci and Ryan in Elliott et.al (2005: 15) points out that an individual is intrinsically motivated when he or she engages in a task primarily because this is an enjoyable or fulfilling experience.

e. Building Students' Motivation and Confidence in Writing

Some students consider writing as the most difficult skills in language learning. It is also supported by Richard and Renandya (2002: 303) that writing is the most difficult skill for the English learner. On the other hand, writing seems not to get students interest since they are afraid of making mistake when they write. Similarly, Lidvall and Clark in Lan.et.al (2011) stated that most students are usually apprehensive toward writing activities, and writing instruction remains an area of low interest for those students. Students also have unwillingness to write because they are not confident enough to complete their writing tasks. Harmer (2004: 61) states that this unwillingness may derive from anxieties they have about their handwriting, their spelling, or their ability to construct sentences and paragraphs.

Therefore, teacher should not let this problem exist time by time. He should motivate students to be confident and interested in learning language especially

writing. To motivate students in learning language, teacher may do the following suggestions from Spratt et.al (2005: 39):

- (1) Set a personal example with your own behavior (i.e. be motivated as a teacher yourself).
- (2) Create a relaxed atmosphere in the classroom (i.e. try to prevent anxiety in yourself or the learners).
- (3) Present tasks in an interesting way which makes the tasks seem achievable to the learners.
- (4) Develop a good relationship with the learners.
- (5) Increase the learners' self-confidence about language learning (i.e. help learners feel they can be good at learning the language).
- (6) Make the language class interesting.
- (7) Promote learner autonomy.
- (8) Personalize the learning process (i.e. make the course feel relevant to the learners' lives).
- (9) Increase the learners' awareness of their goals (i.e. what they want to achieve).
- (10) Familiarize learners with the target language culture.

Moreover, to motivate students in learning language, teacher should involve them in the activities so that they will be confident to interact with other students. Here, if the students are confident to have an interaction in the classroom they will enjoy the lesson and easily motivate them to learn. Therefore, teacher should prepare appropriate activities and create a good condition that lead to students' motivation. Davies and Pearse (2002: 16) state that you must take the lead in establishing a positive atmosphere, planning appropriate activities, encouraging learners and dealing with problems sensitively.

It is also important for the teacher to choose materials which fit to students' need and interest. It will increase students' motivation easily since they can enjoy the

materials which they are interested in. Davies and Pearse (2002: 16) suggest that even the most carefully planned activities will normally motivate learners only if they are related to their interests, needs, and aspirations. It is a good idea to consult with the students about topics and activities, and get them to bring to class materials they are interested in. Teacher should also provide engaging tasks that bring them in a comfortable classroom climate. Harmer (2004: 62) explains that an engaging writing task is one that involves students not just intellectually but emotionally as well; it amuses them, intrigues them, or make them feel good.

f. Group Work

Group work is a term to describe students which is grouped to complete certain tasks. Brown (2001: 177) defines group work as a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Group work allows students to express their thoughts confidently and without fear of making mistake because they are working with their peer. It will be different if the students express their idea to their teacher because they sometimes feel shy and anxious of making mistake. Moreover, Reid (1993: 133) suggest that teachers can work to establish a feeling of community within the class by organizing group work methodically and by designing activities that will allow the strengths of one student to be shared with another. They

can establish clear parameters for behavior, and they can plan activities that require the full participation of all class members.

There are some advantages of initiating group work in learning language as summarized from Harmer (2004: 117).

- 1) It dramatically increases the amount of talking for individual students.
- 2) Since there more than two people in the group, there is a greater chance of different opinions and varied contributions.
- 3) It encourages broader skills of cooperation and negotiation.
- 4) It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.
- 5) Some students can participate in the group work based on their own proportion.

C. Guided Writing

1. Guided Writing

Guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice. It offers greater opportunities for the students to make valuable connections between text, sentence and word level decisions and help children shape and redraft texts with particular criteria in mind. Most importantly, with such a writing strategy, the teacher should think how to guide young students into independent writing and help them discover their own abilities by providing opportunities for choice, peer response and further scaffolding. In sum, the

principle of the guided writing strategy is to provide instructional materials or relevant media to help students write.

Guided writing can also be called as controlled writing approach. This method emphasized speech and writing served to achieve mastery of grammatical and syntactic forms. Hence teachers developed and used techniques to enable student to achieve this mastery. The controlled writing approach in is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. As suggested by Rivers (1981: 302) early in the production stage the student may attempt completion exercises, where parts of sentences are given and the structural pattern for the completion is thus established. They might also change words to clauses or combine sentences. With these controlled compositions, it is relatively easy for students to write and yet avoid errors, which makes error correction easy. Students are allowed to try some free composition after they have reached an intermediate level of proficiency. As such, this approach stresses on grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality. Similarly, Reid (1993: 25) asserts that the exercise were language-based; they usually concentrated on vocabulary building, reading comprehension, grammar, and even oral skills than culminated in a piece of writing.

Guided writing allows a teacher to work closely with a small group of students based on a common need. During a guided writing lesson, a teacher might gather a

small group and model writing, or maybe they will complete a shared writing experience together. Guided writing lessons give teachers the opportunity to bring together students who are struggling with similar skills for a mini-lesson, or a re-teaching session. Guided writing, like guided reading and guided math, takes students where they begin and helps them grow as writers. Guided writing affords a chance to model peer critiquing by turning the small group into a critique circle.

Guided writing can take place in three stages namely before writing, at the point of writing, and after writing. The first stage, before writing, will support student's planning and drafting of their work. At the point of writing, this can be when the students are beginning to, or have already begun to write independently. It should be used to praise efforts and offers constructive criticism in order to move learning forward. At the after writing stage, students should be given the opportunity to assess their independent writing. This can be achieved independently or with peer support.

2. Benefits of Guided Writing

As described earlier, guided writing is a technique in teaching writing that gives model for the students. This technique is concerning greatly in sentence structure and allowing the students to improve their vocabulary. Moreover, it will increase students' confidence since it provides step by step writing from the easier one such as copying passage to the more difficult tasks in writing like producing a passage. Cross in Reid (1993: 26) suggests that today some ESL Writing classes, particularly at the

lower levels of language proficiency, successfully use controlled, guided, and “free” writing techniques to build up vocabulary, sentence structure knowledge, and self confidence. Similarly, Harmer (2004: 44) states that the techniques which are described here, such as copying and parallel writing (initiating a written model), help to give students a basic mechanical competence which they can put to use when they write more creatively.

Moreover, guided writing can be beneficial from the following ways. First, it can enable the teacher to tailor the teaching to the needs of the group. Second, it facilitates the teaching and learning of individual students. Third, the teacher is able to observe and respond to the needs of individuals within the group. After that, it can provide the teacher with the opportunity to extend and challenge more-able groups of students. It encourages the students to be active participants in discussions about writing. The next is to build confidence – the groups are all grappling with the same issues. Finally it allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.

On the other hand, as suggested by Nation (2009: 100-101), there are some effects of applying guided tasks as the tasks in teaching writing. They are as follows.

1. First, as we have seen, the task is narrowed. That is, the learners only do a part of the work that would normally be required in such an activity. This is good if that part of the task is worth focusing on and helps learners achieve a useful learning goal. It is not good if the narrowed task results in learners doing things that bear little relation to the normal wider task. Substitution exercises have often been criticized for this reason.

2. A second effect of the support given during guided tasks is that it allows grading and sequencing tasks. Experience tasks require the teacher to be sensitive to learners' familiarity with parts of a task and to provide and stimulate previous experience where necessary. Guided tasks, on the other hand, are designed so that guidance is provided as a part of the activity. It does not have to be provided by the teacher. For the same reason, teachers may be reluctant to make their own guided tasks because of the amount of skill and work that has to go into making them.
3. A third effect of the support given during guided tasks is the high degree of success expected. If learners make errors in guided tasks this is often seen as a result of a poorly made task; that is, the guidance was not sufficient.

3. Guided Writing Activities

There are some kinds of activities which belong to guided writing. They are including, copying text, completing text, as well as dictation. Further Celce-Muria (2001: 240-244) suggests activities in guided writing. The activities are as follows.

1. Text conversion

In this activity, students are asked to rewrite passages and short texts. The activity includes changing some features of the grammatical structure, for example rewriting a text from present tense to past tense or changing direct speech to indirect speech. Most of the exercises in this activity do not involve a real composition of writing but rather provide practice in making structure-discourse matches. Thus, those activities should be based on the relevant learners' actual writing challenges. In this case, there are the most common writing contexts that could employ text conversion activities. They are as follows.

a. Revision and editing focused exercises

This activity is about revising and editing a text into another grammatical form. For example, the students are asked to edit and change third person present plural forms in a text to singular and make necessary verb changes. The real purpose of this activity is actually to address learners' grammar problems. The teacher may create a text or use an authentic text from a newspaper. However, the content of the passage should be related as closely as possible to whatever topics students are working on so that they can review core vocabulary or concepts.

b. Sentence combining

The aim of sentence combining is for developing syntactic fluency which is often involved combining a set of kernel sentences. The exercises that will be combined should be from an authentic text that leads to students' working on. Thus, sentence combining can be very useful for guided practice in producing particular grammatical structure, such as relative clauses or prepositional phrases, and in helping writers develop their competence of linguistics strategies for highlighting key information, subordinating less important information, and improving syntactic fluency.

c. Guided paraphrase

The ability to paraphrase a text and develop ideas is one of the most important skills that students must develop for academic writing. However, they often lack of vocabulary and syntax to rephrase ideas in their own word. At the first time, in this activity, the students should transform sentences or part of sentences from assigned

readings. They have to change words or phrases that have been designed to require syntactic restructuring in the paraphrase. Then, they are asked to change vocabulary and structure more fully so that the final version is not too close to the original.

2. Text elicitation

In this activity, the students are asked to produce something based on the text given by the teacher. The text may be in the form of surveys, graphs, or charts on topics related to writing themes. The graphics sources, for example, can elicit texts that use a range of structures such as comparison, contrast, connectors, passive verbs, etc. In the form-focused text elicitation, the teacher specifies a topic or writing objective and a grammatical structure to be used. Text elicitation can be used to focus on diagnosed structural problems, to develop syntactic complexity, to familiarize students with discourse-based grammar conventions, and to provide strategies for organizing and displaying information.

3. Dictation

Dictation means reading aloud a short text several times, usually one related to the topic or genre on which students are working. It is an effective way to familiarize pronunciation, grammar, as well as spelling to the students. There are some steps in dictation procedure. First, the text is read while the students are only listening to it. Then, the teacher reads it again and pauses after each phrase to allow students to write. On the third reading, teacher reads the text at a normal pace, giving the students opportunity to read over the text and make corrections. The teacher then

shows students the passage so that they can check their versions with the original and edit their texts. As a task addition, the teacher may ask students to discuss meaning or structures under the topic.

4. Text completion

In this activity, students' task is to complete blank passage for certain formats and purposes. There are three kinds of activities as follows. First, it is called as cloze passage which demands students to fill a single word to the blank passage. It can be created either by random deletion of words or by deletion of a specific item, articles for example. The second is gapped texts whose the blank may require one or more words. It is suitable for grammatical focus that can be used to elicit deleted verbs which include forms with more than one word, such as passives, progressive aspect, and present perfect. The third type of completion focuses attention on completing the passage with sentences and creates effective cohesion.

On the other hand, Nation (2009: 101-109) states eight activities which can be used in guided writing. They are identification, understanding explanations, answering questions, correction, completion, ordering, substitution and transformation. Briefly the activities can be described later as summarized from Nation (2009: 101-109). In identification techniques the learners are guided by being presented with an item which they must repeat, translate, or put in a different form with a related meaning to show that they have understood or correctly perceived the item, or to show that they can produce the related foreign language item. Dictation,

copying, and writing from information transfer diagrams are identification techniques. It can also include translation from the first language.

In understanding explanation, the students are asked to follow explanation and description in certain tasks and act on them. The tasks are usually concerning with sentence construction based on grammar aspect. The teacher gives the rules for them and then they must use the rules when doing the composition.

In some guided tasks the guidance comes through questions. True or false statements are included in this type. Teacher can give students text and asks them to read it for a while then students answer the question from the teacher related to the topic of the text. The questions can also be asked or answered by means of pictures and diagrams.

In correction techniques the learners look for mistakes either in ideas or form and describe them or correct them. They include techniques like finding grammar mistakes in sentences, finding unnecessary and unusual words which have been put in a reading passage, finding wrong facts in a reading passage, finding the word that does not go with the others in a group of words, describing inappropriate items in pictures, and so on. Learners show that they have found mistakes by underlining or circling them and writing the corrected item.

In completion techniques the learners are given words, sentences, a passage, or pictures that have parts missing or that can have parts added to them. The students complete the words, sentences or passage by filling in the missing parts, or by saying

what is missing from the picture. To complete the sentences the students are given sentences with words missing. They must put the correct words with the correct form in the empty spaces.

In ordering techniques, the students are asked to arrange letters into appropriate words or arrange words into correct order sentence. They are presented with a set of items in the wrong order which they must rearrange in the desired order. Words can be arranged to make a sentence, sentences to make a passage, pictures to make a story, and so on.

In substitution techniques the students replace one or more parts of a word, sentence, passage, picture, story, etc. so, the input of a substitution technique has two parts, the frame which contains the part where the substitution must be made, for example a word, sentence, etc., and the item which fits into the frame. Teacher may play a game based on this technique and asks the students to choose their own topics.

In transformation techniques the students have to write or say words, sentences, or passages, by changing the grammar or organization of the form of the input. This type of technique includes rewriting passages, substitution where grammar changes are necessary and joining two or more sentences together to make one sentence.

D. Conceptual Framework

Writing is one of the four skills in English and it belongs to productive skill. Writing is important in some aspects in human life. For example, it is a means of

communication which enables the people to communicate with others by using written symbols. Writing is also important for academic purposes as well as in professional life. Therefore, people particularly students in vocational school should have good writing skills in order to succeed in their field. It is line with the aim of teaching and learning English in vocational high school which is to provide students with an ability to use English in their daily communication based on the global demand and to make them able to build up the communication in a higher level.

However, many students in vocational school especially in SMK N 1 Pandak still had low writing competence. Moreover, they were not interested to write since they were afraid of making mistake as the result of their low competence in writing. Those kinds of problems brought students to be unmotivated and unconfidently to write.

In this case, the researcher tried to find an appropriate technique which could cover all of those problems. Guided writing was chosen because there were some aspects that can bring the students in successful writing. It is a technique in teaching writing that gives model for the students. Moreover, it could increase students' confidence since it provided step by step writing from the easier one such as copying passage to the more difficult tasks in writing like producing a passage. A relevant study conducted by Lan, et.al. (2011) suggested that the use of guided writing is beneficial for improving writing performance, especially in elementary writing activities. Therefore, by using this technique, students' writing skills would improve.

CHAPTER III

RESEARCH METHODS

This chapter will highlight the research design, setting and time of the research, research subjects, research procedure, data collecting technique, instruments of data collection, data analysis technique, and data validity and reliability.

A. Research Design

In accordance with the goal of the research i.e. Improving Students' Writing Skills Through The Use of Guided Writing in Class XI of SMK N 1 Pandak Bantul), this research followed the action research design. This action research aimed at portraying the process of the improvement of students writing skills through guided writing. Burns (2010: 2) asserts that the central idea of the action part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and even better, improvements in practice. Moreover, Denscombe in Bell (2005: 8) adds that the aim of action research is to arrive at recommendations for good practice that will tackle a problem or enhance the performance of the organization and individuals through changes to the rules and procedures within which they operate'.

Here, the researcher collaborated with all of the team members such as students, teachers, as well as the principal. It would be useful for determining the problematic actions to improve students' writing skills. Similarly, Burns (2010: 2) suggests that

one of the aims of AR is to identify a ‘problematic’ situation or issue that the participants –who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically.

B. Setting and Time of the Research

The research was administered at SMK N 1 Pandak Bantul. This school is located in Kadekrowo Gilangharjo Pandak Bantul. The class target in this research was class XI of APKJ Department. The students of this class had low skills in writing. That is why the researcher tried to solve this problem by implementing guided writing as the technique to improve their skills in writing. The research was conducted from January 9th to February 6th 2013.

C. Research Subjects

The subjects or the participants of the research were the students of class XI of APKJ Department, the English teacher as the collaborator, and the principal in SMKN I Pandak Bantul. The class consists of 31 students, 3 males and 28 females. Here, the students were as the main subject of the research since the aim of the research was to improve students’ writing skills by using guided writing. English teacher as the collaborator was needed to help the researcher administer the research such as observing the research, being rater, and giving suggestions for the researcher. The researcher also accompanied by peer collaborator to observe the research and wrote everything happened in the classroom. On the other hand the role of the

principal for this research was to ease the process of the research such as giving permission for carrying out research.

D. Research Procedure

There were four steps in conducting this action research. As suggested by Kemmis and McTaggart in Burns (2010: 7) AR typically involves four broad phases in a cycle of research. They are planning, action, observation and reflection. The researcher followed those stages in this research. However, before implementing them she identified the problems existing in field. The further explanation will be discussed below.

1. Identification of the Field Problems

In this stage, the researcher identified problems existing in the classroom. It was done through observations and interviews. The researcher observed the activities in the classroom and conducted interviews. The interviews were conducted with both teacher and students. The interview with the teacher was aimed at finding out techniques of English teaching and learning activities while the interview with the students was to deepen the learning techniques used by the teacher.

This phase was aimed at finding out what kind of investigation which was suitable for the research and found out what kind of techniques would be possible to be used to improve students' writing skills.

2. Planning

In planning phase the researcher made some plans based on the problems found in the field. At the first time, she tried to find an appropriate technique that would be used to improve students' writing skills. The researcher and the English teacher worked collaboratively to solve those problems. They chose an appropriate Basic Competence that would be taught in the classroom. The researcher then developed it into course grid and lesson plans.

When the course grid and lesson plans had completed, she made materials based on the Basic Competence in SMK. She looked for the materials in the internet and adapted it to be given to the students. She also adapted some materials from the course book for SMK. Some media such as pictures were also prepared in this stage.

Moreover, in this phase of action the researcher prepared research instruments such as interview guideline and observation checklists. They were needed to collect qualitative data in the research. In sum, it could be concluded that in planning phase, the researcher planned and prepared everything needed to conduct the action. They were in the form of preparing basic competence, course grid, lesson plans, materials, media, and research instruments.

3. Action

The action was implemented in two cycles. There were four meetings in the first cycle and three meetings in the second one. The first cycle was focused on improving students' motivation in writing and their writing skills. On the other hand,

the second cycle was only focused on improving students' writing skills in term of content, organization, vocabulary, language use, and mechanics.

The researcher used guided writing as the technique to improve students' writing skills. It consisted of some activities such as completing sentences, arranging jumbled paragraphs, rewriting passages, and so on. The researcher acted as the English teacher to teach the students and the English teacher herself acted as the collaborator to help the researcher gather the data. There was also peer collaborator to give comments on the implementation of the action. She also helped the researcher take some photographs in the research.

4. Observation

In this step the researcher and the collaborator observed and took note of anything happened in the class. The researcher also conducted interviews with teacher, peer collaborator, and students to know their responses toward the action. Based on the observations, notes, interviews, and records of the students' responses in the actions, the researcher and the collaborator discussed and reflected the implementation of the actions.

5. Reflection

After the actions and observations were conducted, the researcher and the collaborator conducted reflections. They were conducted to find out whether the actions were successful or not. If the actions carried out were successful, the researcher continued to implement it by giving different topic of the text. However, if

the actions were not successful, the researcher tried to find out the suitable actions so that the condition would be better and could improve students' writing skills.

E. Data Collecting Techniques

The data of the research were qualitative and quantitative. The qualitative data were obtained by observations and interviews. Observations were conducted before and whilst implementing the actions. The results of the observations were then written into the field notes. Interviews were implemented to get comments, ideas, and opinions from all of the participants in the research involving teacher, students, and headmaster. The quantitative data were in the forms of students' scores which were obtained through students' writing works.

Interviewing the students, peer collaborator, and teacher collaborator were done to get their responses toward the research. Those were conducted to get democratic validity. On the other hand, discussing the implementation of the actions between researcher and teacher collaborator as well as between the researcher and the peer collaborator was to assess dialogic validity. Field notes and observations were administered to get process and catalytic validity and collecting students' works to get their score in writing was to assess outcome validity.

F. Instruments of Data Collection

To gather the data of the research, the researcher used some instruments. They were interview guideline, observation guideline, camera and students' writing tasks.

Interview guideline was used to help the researcher to interview the participants of the research. Observation guideline was important to guide the researcher in observing the classroom activities as well as the improvements of the actions. Camera was used to capture the teaching learning activities, and students' and teacher's activities. While students' writing tasks were used to get students score in writing that was essential to know their improvements.

G. Data Analysis Techniques

Data which have been collected need to be analyzed to arrive at the result and conclusions of the research. The processes of data analysis that implemented on this research were as explained by Burns (2010: 104-105) namely assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes. The descriptions of the analysis will be discussed following.

The first step to analyze data in this research was assembling the data. In this step, the researcher collected the data and also any ongoing reflections that have been made about them. Then, the researcher reviewed the initial and the revised questions. To start going through the data and look for broad patterns, ideas, and trends that seem to answer the questions was also administered.

The second step that was done to analyze that data was coding it. Here, based on the broad picture that has been developed, the researcher started refining it by coding the data into more specific patterns or categories. In this step, the researcher also

identified the data sources qualitatively and quantitatively. The qualitative data were gained through interviews, observations, and note taking while the quantitative data were obtained by students' works.

The next step of analyzing the data was comparing the data. When the coding step was complete, the researcher then compared the categories or patterns across the different set of data (e.g. interviews compared with observations) to see whether they said the same things or whether there were contradictions that could be highlighted. The researcher then developed tables, and set of quotes to set the data out and display them in a concise form.

The fourth step to analyze data was building meanings and interpretations. In this step the researcher identified the result of the data to see the big patterns of the descriptions and not just step-by-step description of what have been found. Then, the researcher tried to pose questions, identified connections, and developed explanations about what the research meant at the broadest level.

The last step of the analyzing data was reporting the outcomes. The step included how to present the result of the research to others as well as how to organize the story from the beginning to the end.

H. Data Validity and Reliability

To assess the validity of the research, the researcher followed five criteria of validity proposed by Anderson, et.al. in Burns (1999: 161-162) as following.

1. Democratic validity

This criterion relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. Democratic validity is related to participants' chances to give their opinions, ideas, and comments about the implication of the action research. The participants in this research were including students, teacher collaborator, peer collaborator, and also the principal. In order to get democratic validity, the researcher administered interviews with the teacher collaborator, peer collaborator, and the students to get their responses to the implemented action.

2. Outcome validity

This criterion relates to the notion of actions leading to outcomes that are successful within the research context. It means that the research is valid if the students can get improvements from the implementation of the actions. To assess outcome validity, the researcher collected the students' works to know the development of their writing by implementing guided writing. The results of the research showed that there were some improvements toward the students' writing skills. However, outcome validity also depends on the validity of the process of conducting the research.

3. Process validity

This validity relates to the process of the research whether the processes are competent or not. It means that the participants are able to go on learning from the

process. If the participants can follow the process of the research leading to the improvement of their behaviors, it can be said that the processes are believable. However, if they do not show the behaviors improvement, the process is not valid or unbelievable. To get the process validity of this research, the researcher conducted observations and note taking to capture the process of the implemented actions.

4. Catalytic validity

This validity relates to the issue of whether the action of the research truly improves the students' ability after the action. To assess this validity the researcher interviewed the teacher collaborator, peer collaborator, and the students whether they had made changes after implementing the actions. The researcher also observed the improvements of the students' writing skills.

5. Dialogic validity

This criterion parallels the processes of peer review which are commonly used in academic research. This means that in action research there should be a researcher and a collaborator. The collaborator is necessary to give comments and ideas as well as review toward the implementation of the action. To get this kind of validity, the researcher discussed and interviewed the teacher collaborator. There was a peer collaborator in this research so that the researcher also discussed with and interviewed her.

On the other hand, to assess the reliability of the data, the researcher involved more than one source of data, namely the researcher, teacher, peer collaborator, and

students. Moreover, to get the trustworthiness, the researcher used four criteria of triangulation proposed by Burns (2010: 97) as follows.

1. Time triangulation

This means that the researcher collected data more than one time. As an example, the researcher administered interviews in the beginning, middle and end of the actions.

2. Space triangulation

It relates to the collection of the data which is different since it was gained from different sub group of students. For example, the researcher observed different groups or pairs of the students when they were involving in the implementation of the action. It was used to compare the data from the different groups.

3. Researcher triangulation

This is related to the extent to which the data were collected from different source. The researcher included English teacher, peer collaborator and the students to collect data in order to compare to the researcher's own data.

4. Theory triangulation

It means that the data were analyzed from more than one theoretical perspective. The researcher compared and consulted her own theory to other documents or observations.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents a discussion on how guided writing was conducted through cycles to improve students' writing skills. It explains the research conducted in Cycle 1 and Cycle 2. Each cycle consisted of planning, action, observation, and reflection. This chapter presents the qualitative data obtained during the research supported by the quantitative data. The details of the research processes are presented below.

A. Research Findings

1. Identification of the Field Problems

To identify the problems existing in the field, the researcher did some activities. The activities were conducted class observation and interviewing the English teacher and the students of class XI APKJ. The class observation and interview were done on November 17th 2012. Based on the classroom observation, the researcher presents a vignette which explains the English teaching and learning process.

The class started at 10.30 a.m. in the morning. The teacher entered the class and greeted the students. She asked for their condition by saying "How is life?" The students then answered her greeting together. There are 31 students in this class but one student was absent. The condition in the class was so hot because there was just a fan in the middle of the class. The students seemed to be tired due to the fact that they had just finished from having exercise. **The class was so noisy.**

The teacher then asked the students, "Did you study last night", and most of the students said "No". "What did you do then?" said the teacher. Some of the students answered "Watch television" and **some answered "Nonton TV"**. After

that she checked students' attendance by calling them one by one. While she checked the attendance, some of the students were busy with their friends. The condition was becoming noisier. Some of them were walking around the class to charge their hand phone battery.

Finishing checking students' attendance, the teacher asked the researcher to introduce herself in front of the class. The researcher walked in front of the class and then introduced herself. She also told about the purpose for coming there to conduct observation for the research. She asked for their cooperation during the research later. They seemed to be happy to hear that she came. Then the teacher let her to come back to the chair for the observation.

The teacher asked the students to prepare the English book. The condition was still noisy. **Some of the students did not pay attention to the teacher. The teacher then reviewed last meeting lesson about reported speech.** She checked her students' understanding by asking them some questions. **After that, she gave new material about adjective clause. She explained the material mostly in Bahasa Indonesia and gave note in the same language.** She also wrote the explanation in Bahasa Indonesia. Students wrote down teacher's explanation from the blackboard in their own book. Teacher moved around to check the students.

Teacher walked back in front of the class and explained the material again. **Some students were walking around the class and the teacher did not respond to this.** She asked one of the students about the material and the students answered correctly. She then complemented her by saying "How clever you are". **The teacher also asked one of the students about the meaning of the word "expensive", that student answered incorrectly by saying "Menarik bu". The teacher sometimes asked the students to translate her note in the blackboard to Bahasa Indonesia.** For example "Ayo terjemahkan ini Uswatun, she whom I love very much is my mother". At the first time Uswatun could not answer it correctly, then the teacher guided word by word and finally she could answer this way, "Dia (perempuan) yang saya sangat cintai adalah ibu saya".

Time was almost up. The teacher then set homework and closed the class by saying "hamdallah" together.

From the vignette above, it can be concluded that the condition during the teaching and learning process was not effective. Some of the students did not pay attention to the teacher's explanation. They were always busy with their friends. Moreover, some of them just walked around the class and the teacher did not respond

to this. The teacher explained the material mostly in Bahasa Indonesia so that the students did not get enough exposure in English.

There were many difficulties related to students' writing skills. They did not know the meaning of certain words. Their vocabulary mastery was also limited and even they sometimes did not know how to spell the words. They found difficulty to generate ideas as well when they wanted to write. They also had low grammar awareness when they wrote. It can be seen from the interview transcripts below.

R : *Kesulitannya apa kalau writing?* (**What are your difficulties in writing?**)
 Ss : *Ya itu tadi bu, vocab sama spelling.* (**Vocabulary and spelling ma'am**)
 R : *Dapat idenya susah ga kalau mau nulis?* (**Do you find difficulties in generating the ideas when you want to write?**)
 Ss : *Iya bu susah.* (**Yes, ma'am. It's difficult**)

Interview Transcript 2

R : *Kalau kesulitan ngajar writing itu apa Bu? Kan penelitian saya tentang writing ini Bu.* (**What are your difficulties when you teach writing since my research is dealing with writing**)
 ET : *Ya biasanya sih vocabnya mbak, sama itu juga spellingnya.* (**It usually relates to the vocabulary as well as the spelling**)
 R : *Bagaimana dengan ide Bu? Apakah mereka mudah untuk mencari ide untuk menulis?* (**What about the idea? Do they generate the ideas to write easily?**)
 ET : *Susah juga itu mbak. Mereka juga sering melakukan kesulitan dalam grammar mbak, organisasi teks mereka juga jelek.* (**That is also difficult. They also have difficulties in grammar, their organization is also bad.**)
 R : *Kalau punctuation sama coherence itu gimana bu?* (**How about the punctuation and coherence**)
 ET : *Mereka juga kesulitan dalam hal itu.* (**They also find difficulties on those aspects**)

Interview Transcript 2

The data found through observation and interview indicated that there were some problems in the teaching and learning process in writing of class XI APKJ. Those problems are presented in the table below.

Table 3: Field problems found in the teaching and learning process of writing in class XI APKJ

Problems Found	Codes	Sources	
		Observation	Interview
The students' vocabulary mastery was low.	S	√	√
The students did not know how to spell certain words.	S	√	√
Students had difficulty in generating ideas.	S		√
Students had low awareness of grammatical features.	S	√	√
Students had difficulties in organizing paragraph.	S		√
Students had low awareness in punctuation and capitalization.	S		√
Students found difficulty in coherence and cohesion.	S		√
Students were afraid of making mistake.	S	√	√
Students were noisy during the lesson.	S	√	
Students were not confident enough to write.	S	√	√
The teacher used monotonous technique when teaching.	Tech	√	
Students did not actively participate in teaching and learning process.	S	√	
Materials given by the teacher were mostly without context.	Mat	√	√
Teacher mostly explained the materials in Bahasa Indonesia.	T	√	
Interesting media were rarely used.	Med	√	
The activities were not interesting and helpful.	Act	√	

After listing the field problems found in the teaching and learning process of writing in Class X1 APKJ, the researcher and the English teacher decided to solve some

problems. There were many problems in the form of students' low competency in writing so that the researcher only focused on solving the students' writing problems. Those problems are elaborated as follows.

Table 4: Field problems related to students' writing skills which were feasible to be solved

No.	Problems	Indicators	Sources
1.	Content Students had difficulty in generating ideas.	Most of the students did not know what they should write when they were asked to write. They sometimes had to see their friends' works to get the ideas.	Observation and interview.
2.	Organization Students had difficulties in organizing paragraph.	Most of the students got difficulties in organizing paragraph.	Interview
3.	Vocabulary The students' vocabulary mastery was low.	Most of the students did not know the meaning of certain words. They also stated it when the researcher interviewed them.	Observation and interview
4.	Language Use Students had low awareness of grammatical features.	Most of the students could not differentiate certain tenses which were used to write certain genre of written text.	Observation and interview
5.	Mechanics The students found difficulties in spelling, punctuation and capitalization.	Most of the students got confused to spell certain words. They also had low awareness in punctuation and capitalization.	Observation and interview.
6.	Motivation The students had low motivation to write so that they did not actively involve in the teaching and learning process.	The students had low confidence to write since they were afraid of making mistake.	Observation

Based on those problems, the teaching and learning writing process needed technique that could improve their writing skill. Thus, the researcher and the English teacher decided to use guided writing to solve the students' problems in writing dealing with ideas, organization, vocabulary, language use, and mechanics. In addition, those problems were said to be valid because they were done in line with the concept of democratic validity in which the researcher worked with the English teacher who acted as a collaborator to determine the field problems and to find solution.

2. Implementation of the Action

a. Report of Cycle 1

The teaching and learning process in Cycle I was conducted in four meetings. In this cycle, the researcher and the collaborator carried out three steps in action research. They were planning, action and observation, and reflection. Those steps are described below.

1) Planning

The first step in administering action research was planning. After obtaining the information on the existing problems in the reconnaissance stage, the researcher and the collaborator planned several actions to solve the problems. The actions focused on the implementation of guided writing in the teaching and learning process of writing as an effort to improve the students' writing skills. There were many tasks of

guided writing to be implemented in this research. The topic for the first cycle was “My Past Experience”. At the end of the lesson, the students were expected to be able to write their own past experience. Here, the researcher and the collaborator made some plans to be acted in the classroom. The plans are described as follows.

a) First meeting

In the first meeting, the researcher planned to implement some guided writing tasks to improve the students’ writing skills. The tasks were including guided tasks, understanding explanation, and completion. However, before implementing those tasks, the researcher would build students’ knowledge of the text and give text model for the students. The activities in this meeting were focused on solving students’ problems in motivation, vocabulary, organization of the text, and language use. The explanation below will discuss further some plans in the first meeting.

- 1) Students would build their knowledge about past experience. In this activity, the students were asked to tell about their past experience briefly. It would help them to organize their paragraph when they were asked to write about past experience. Moreover, by doing this activity, the students would involve in the teaching and learning process so that they would be confident to interact with other students. Here, if they were confident to have an interaction in the classroom, they would enjoy the lesson and easily motivate them to learn.
- 2) The researcher would implement guided writing task namely guided task. Students would have a model of text about someone’s experience. Students would

read the text and answer some oral questions given by the teacher. They would also identify someone's past experience in the text.

- 3) The researcher would implement guided writing task namely understanding explanation. Students would be given an explanation about the language use in the text namely simple past tense, including regular and irregular verb. After that, they would complete a table of regular and irregular verbs.
- 4) The researcher would implement guided writing task namely completion technique. Students would do a task in the form of filling in the blanks with the correct verb forms in the bracket. It would familiarize the students with the verb forms especially the second verb form so that it would improve their language use of the text.

b) Second meeting

In the second meeting, the researcher planned to continue to give text model to the students in order to deepen their knowledge of the language use and punctuation used in the text so that it could be said that the activities in second meeting would focus on solving students' problems in mechanics. She would also continue to implement guided writing task for this meeting. The complete explanation can be seen below.

- 1) The researcher would implement guided writing task namely correction technique or revision. Students would identify incorrect punctuation and verbs forms in the text and then corrected them.

c) Third meeting

The third meeting would focus the lesson on the organization and content of the text so that the researcher would implement two kinds of guided writing task in this meeting. The students would learn to construct sentence and paragraph. They would also learn what they should write in the text. Below are further explanations of the third meeting.

- 1) The researcher would implement guided writing task namely ordering technique.

Students would arrange words into a good sentence. Students would also arrange jumbled paragraph into a good text. It would help them to improve their paragraph organization.

- 2) The researcher would implement guided writing task namely completing passage.

Students would continue to write paragraph which the clues had been provided.

This task was useful to help them to generate ideas.

d) Fourth meeting

In the last meeting of the first cycle, the students would write their own paragraph telling about past experience. In this activity, the students were expected to write a paragraph well since they had been given a text model and the language use used in the text as well as the punctuation. It would be the time for the students to construct a text by themselves.

2) Action and Observation

The action and observation in the first cycle were conducted in four meetings. The schedule of the first cycle is presented as follows.

Table 5: Schedule of Cycle I

Dates	Allocated Time	Topic	Activities
Wednesday, January 9 th 2013	2 x 45 minutes	My Past Experience	<ol style="list-style-type: none"> 1. Students built their knowledge related to past experience. 2. Students read a model text of someone's past experience. 3. Students identified someone's experience in the text. 4. Students studied the language use used in text namely simple past tense. 5. Students completed the table of regular and irregular verbs. 6. Students filled in the blanks with the correct verb forms in the bracket.
Saturday, January 12 th 2013	1 x 45 minutes		<ol style="list-style-type: none"> 1. Students and the researcher discussed the correct verb forms done in the meeting before. 2. Students corrected punctuations and verbs forms in the text.
Wednesday, January 16 th 2013	2 x 45 minutes		<ol style="list-style-type: none"> 1. Students and the researcher discussed the task of correcting punctuation. 2. Students arranged jumbled words into sentence. 3. Students arranged jumbled paragraph into a good text. 4. Students continued to write paragraph which the clues have been provided.
Wednesday, January 23 rd 2013	2 x 45 minutes		<ol style="list-style-type: none"> 1. Students submitted their homework. 2. Students wrote their own past experience.

a) First Meeting

The first meeting was administered on January 9th, 2013. It was the first English class in the even semester. The allocated time was 90 minutes. The researcher acted as the teacher. The first meeting was focused the actions on improving students' motivation, vocabulary, organization of the text, and language use. In this meeting, the researcher implemented some activities provided in guided writing, such as, guided task, understanding explanation, and completion techniques.

The lesson started by greeting and asking the students' conditions. Then, she gave lead-in related to the material that would be given to the students. The material was about past experience so that the researcher gave a question whether they had unforgettable experience or not. The question was given to attract their attention in the teaching and learning process so that they would involve in the activities. Therefore, they were confident to interact with other students. Here, if they were confident to have an interaction in the classroom, they would enjoy the lesson and easily motivate them to learn.

However, there was a problem when the researcher gave questions to the students. At that time, the researcher gave questions in English but most of the students did not seem to understand them. She then translated it into Bahasa Indonesia and finally they could answer the questions. However, they kept answering the questions in Bahasa Indonesia and the researcher asked them to answer them in English. They were confused to answer in English and the researcher tried to help them. They

finally could answer in English with the researcher's guidance. The evidence can be seen from the following field note.

To start the lesson, the researcher gave lead-in to the students by asking some questions. One of them was "Do you have an unforgettable experience guys?" **One of the students asked the researcher "Artinya apa Bu?"** and the researcher replied "*Kalian punya pengalaman yang tidak terlupakan tidak?*" One of them answered "oh, Tahun Baru Bu". The researcher said "Oke. Good. What did you do on New Year?" **One of the students answered "Bakaran Bu."** "In English please", said the teacher. **She said "Apa Bu?"** **Researcher tried to help the by answering "I roasted some corns"**. She said "oh ya. I roasted some corns."

FN 6

The action was continued by implementing guided writing task namely guided task. The students were given a handout that consisted of a text and some tasks followed the text. The text was telling about someone's experience. The researcher told the students that at the end of the lesson they were expected to be able to write their own past experience. To help them comprehending the text, she asked the students to read it. She also asked them to underline some difficult words found in the text which was important to improve their vocabulary. They read the text silently. After they finished reading it, the researcher asked them to answer some questions related to the text. One of them was what the text was about. They could answer it correctly. However, the students thought that the text was difficult because they found so many difficult words in it. Then the researcher tried to help them to find the meaning of those difficult words in the dictionary and discussed them together.

After that, the students were asked to continue doing the next action that would help them to improve the organization of the text. They had to fill in the table about what the character did during his life in the text. They could do the task well with the researcher's guidance. She moved around the class to monitor the students and answer their questions when they got confused with the task. To discuss the task, the researcher asked some of the students to answer it and she asked the whole class whether their friend had answered the task correctly or not.

Then, to give understanding of the language use, the researcher implemented guided writing task namely understanding explanation technique. The researcher explained about the language use in the text namely simple past tense. She also gave example of regular and irregular verbs. The students could understand her explanation well and they were asked to do the exercises related to regular and irregular verb. They were allowed to open their dictionary. The classroom condition was so noisy. Some students asked the answer to other students and some of them only talked to their friends without doing the tasks. The researcher tried to manage the class and then discussed the task together.

The time was almost over when they finished discussing the task together. The researcher then set homework for the students. The task was about filling in the blanks with the correct verb forms from the verb in the brackets provided in the text. It was a task of guided writing namely completion technique. The researcher then summarized and concluded the material. She then ended the class by parting.

b) Second Meeting

The second meeting was conducted on Saturday, January 12th 2013. The allocated time was 45 minutes. The focus of this meeting was to improve students' skills in language use and mechanics. The class started at 09.15 in the morning. The researcher met the English teacher in front of the class and then they entered the class together.

She then greeted the students to begin the teaching and learning process. She also asked their conditions and asked them to open their homework. The homework was about filling in the blanks with the correct verb forms from the verb in the brackets provided in the text. However, some of the students did not do it. They had so many reasons for not doing it. Some of them forgot to do the homework and some of them said that they missed their works at home. It seemed that they still had problems in their motivation in writing. It can be seen from the field note below.

She then asked the homework that is given in the last meeting. However, only few students who did it. **The rest of the students did not do it.** They had many reasons for this. One of the students said “*Lupa Bu (I forget, Miss).*” **Some others said “*Kemarin ga berangkat Bu jadi ga tahu ada PR (I was absent yesterday, Miss so that I don’t know there was homework).*”** Some also said “*Kertasnya ketinggalan Bu (I miss the paper, Miss)*”

FN 7

After that the researcher and the students who had done the homework discussed the homework and she asked them to answer the homework randomly. Students who had not done the homework also got the turn to do the task. The researcher then wrote down the score of the students and asked the students who had

not done the homework to write the full version of it in a piece of paper and they should submit this task in the next meeting. The reason for writing their score was to motivate students to participate in the teaching and learning process especially for doing the homework. The task of filling in the blanks can be seen from the following data.

Nama: Susi Susanti
Kls: XI IPS/20

No. _____
Date: _____

☐ I am Bungaran Suragih. I was (be) Indonesia's Minister of Agriculture and Forestry in the Unity Cabinet (2000-2001) and Minister of Agriculture in the Goeneng Royong Cabinet (2001-2004). I was born on April 19, 1945 in Perawangstana, North Sumatra. I received (receive) the Satya Lencana Pembangunan (Medal) of Honor from the President of the Republic of Indonesia (2002).

☐ I obtained (obtain) my SI degree in 1971 from the Bogor University and achieved (achieve) the degree of PhD in Socio-economy from the North Carolina State University, Raleigh, USA in 1980. I also became (become) a Master of Arts in Economy at the same university in 1977 and worked (work) as an Engineer in Socio-economy at the Bogor Agricultural University in 1971. I was (be) a lecturer at the Bogor Agricultural University (1968-2010).

☐ International Society for Southeast Asian Agricultural Sciences (2005) granted (grant) me with the Matsuda Award in recognition of distinguished contributions to the advancement of agricultural sciences and agricultural development in Asia. George August University, Göttingen, Germany awarded (award) the Honoris causa doctoral title for me in 2004. I was (be) also the chairman of the Council of Governors of the Rome-based International Fund for Agricultural Development (IFAD), for the period of 2002-2003.

Never put off till tomorrow what you can do today

SINAR

Figure 2: Sample of Student's Answer of Filling in the Blanks Task

From the student's work above, it can be seen that there are still some mistakes related to language use. The students were asked to change the present form of verb into the past one. However, there are four verbs which are incorrect. For example, the word "received" become "recived". It should be "received" for the past form. It can also be implied that they understood the rule to change the verb but they had problem in spelling.

The action was then continued by implementing the next task namely correction technique. It was about correcting punctuation and verb forms. Correcting punctuation was aimed at giving students' awareness of the mechanics use in the text so that their mechanics skill would improve. On the other hand, correcting verb forms was aimed at improving students' skills in language use.

The students worked in groups of four and they were allowed to open their dictionary. The action of initiating group work was aimed at giving opportunity for the students to share their thoughts confidently and without fear of making mistake since they were working with their peer. They were busy with their work and they did it seriously. The class became noisy. It can be seen from the data below.

<p>They then did the task seriously. The class became noisier.</p>

FN 7

The researcher kept controlling and assisting them by moving around the class. She helped the students if they found difficulties with their works. Unfortunately the

time was over because it just took one our lesson and the task became homework.

The researcher then summarized the lesson and closed the class by parting.

c) Third Meeting

The third meeting was held on Wednesday, January 16th, 2013. It lasted for 90 minutes. At 07.10 the researcher entered the class. There were only few students in the class. The researcher asked the them where their friends were and one of them answered that yesterday they had just had an exercise to run around the school for two times. It made them tired and late to come to school. Ten minutes later the researcher started the lesson by praying and checking the students' attendance. There were only 24 of 31 students in the class.

The action in the third meeting began by checking students' homework. It was about correcting punctuations and verb forms from the previous action in the second meeting. However, the same thing happened as in the second meeting. Some of the students did not do the homework. The reasons were almost the same as in the meeting before. It meant that they still had low motivation in writing. Then the teacher gave 10 minutes to do the homework whereas the students who had done the homework continued the next tasks. Teacher moved around to help the students who got difficulties. Some of the students still had difficulties in constructing sentence. The homework was completed and the students submitted it on the teacher's desk. The students' work can be seen from the following data.

No. Babu
Date: _____

My Name is Iadjit Bustomi. I ^{was} born on May 7th, 1969 in Magelang, Central Java. I ^{won} the Kalpataru ^A award on June 9, 2008, because of my concern on environment. I ^{made} a barren hill in Sutolor ^S become a lavish green. When I ^I first set foot in Sutolor as a teacher, I ^{saw} the entire area of the hill was ^{dried} dry out. At that time, I ^{was} thinking about how I ^{could} change the situation. I then ^{came} come up with the idea of encouraging my student to plant trees along the route to the village. I just do not want my students to suffer from scorching heat while they ^{were} are walking home from school. The trees then ^{grew} grown and served as umbrellas along the road toward the school.

I then ^{came} come up with more ideas. I ^{found} find out vegetables and other secondary crops ^{planted} around the rice and farms. I ^{chose} choose three plant varieties, namely pete, mangoes, and durians. In the beginning, no one ^{welcomed} welcome my ideas. Finally, the villagers realized that pete, mangoes, and durians ^{were} are more profitable to grow. The villagers ^{were} are soon asked me to teach them how to plant pete. Pete then ^{became} become the new farming treasure of Sutolor.

Kelompok: XI APK1
1. Nanik. Cahyanti
2. Puput. Murdiyanti
3. Putri. Eva. S
1. Raviita. Candra. D

No pain no gain

VISION

Figure 3: Sample of Student's Answer of Correcting Verbs and Punctuations

Based on the students' work above, it can be seen that the students still had many problems in changing verbs from present to past form and capitalization. For example, the students were asked to change the word "win" into the past form namely "won" but they did not change it (see line 2). The problem also laid on their mechanics especially the capitalization. The word "may", a name of the month, should be "May" with capitalization in the first letter but they did not change it too (see line 1). In addition, they did not capitalize the pronoun "I" in line 4.

The researcher then implemented the next tasks of guided writing namely ordering technique. The students did tasks of arranging words and paragraphs. The students were enthusiastic to do the tasks though they sometimes found difficulties with the vocabulary. Some of the students tried to ask the meaning to the researcher but she asked them to consult it in the dictionary. If they did not find the meaning in it, the researcher then helped them. It can be seen from the data below.

They were enthusiastic since they did it quickly. One of them said, "*Wah gampang iki*" (**It's easy**). However, they found difficulties with the vocabulary. "*Bu, ini artinya apa?*" (**What is the meaning of this, Miss?**)" asked one of the students. **The researcher answered "*Bawa kamus kan* (You bring your dictionary, don't you?)? Open your dictionary please."**

FN 8

Some students needed help and the researcher helped them to find the answer by themselves. The researcher did not directly give the meaning of certain words in order to give opportunity for them to seek those words in the dictionary so that they

could learn vocabulary by themselves. When the tasks were completed, the researcher and the students discussed them. The researcher asked some of the students to write down their answer on the blackboard. Students still made some mistakes in their works but those were still fair.

It took ten minutes before the time was almost over. The researcher continued to implement the next guided writing task namely passage completion. However, since the time was almost over, she set it as homework. The task was about continuing a writing paragraph about someone's experience. The researcher then checked students' comprehension. After that, she told the students that in the next meeting they had to write their own past experience. They looked curious what they wanted to write in next meeting. It can be seen from the following field note.

They looked curious what they wanted to write next meeting. "*Nulis tentang apa bu? (What should I write, Miss?)*" asked the students. The researcher answered "Your own past experience. *Tapi pertemuan berikutnya. Kalian pikirkan dulu apa yang akan kalian tulis. Petunjuknya ada di worksheet kalian masing-masing. (Your own past experience. It should be on the next meeting. Think about what you want to write first. The guidance is in your own worksheet.)*" The researcher closed the lesson and parted the students.

FN 8

After that, the researcher closed the lesson and parted the students.

d) Fourth Meeting

This meeting was the last meeting for the first cycle. It was conducted on Wednesday, January 23rd 2013. The allocated time was 90 minutes. At 07.00 the

researcher entered the class and then she started the teaching-learning activities. She opened the class by greeting and checking students' attendance. After that she and the students had a short prayer. The focus of this meeting was giving opportunity for the students to write their own past experience. However, before the researcher asked the students to write their past experience, she asked the students to submit their homework. The students came in front of the class and put their work on the teacher's table.

The action went on with writing past experience. The students were asked to write their own past experience. The researcher then distributed worksheets and a piece of paper containing of some guidance to help them to write. The guidance was useful to stimulate their ideas when writing. However, they were also free to develop their own paragraph without the guidance. Below are some guidance given to the students.

Task 10 Write your own past experience. You may use these following questions to help you.

1. When were you born?
2. Where were you born?
3. What are the names of your parents? (It's optional)
4. Where did you study for your primary and secondary school?
5. What achievements have you got?
6. What kind of activities did you like to do when you were child?

The researcher explained the task in English but they did not seem to understand her explanation. She then translated it into Bahasa Indonesia and they understood it well.

The researcher then gave some explanations about what they should write. She explained, **“Oke class. For this meeting you have to write your own past experience. I will give you a paper containing of some guidance and a worksheet to write. There are some questions in the paper that will guide you in your writing. Do you get my point?”** Because most of the students had not understood the researcher’s explanation when using English, she then translated it into Bahasa Indonesia. She translated *“Oke sekarang kalian harus menulis pengalaman masa lampau kalian sendiri ya. Saya akan member kertas yang berisi beberapa petunjuk yang akan membantu kalian menulis. Saya juga akan memberikan kertas yang akan kalian gunakan untuk menulis. Paham kan?”* **The students answered “Yes Miss.”**

FN 9

Some students then began to write but there were also some students who still thought what they should write. Some of them did not seem to understand what they should do. The researcher explained again what they should write. The class was so noisy and some students discussed their writing with their friends. The researcher moved around the class to see the students’ writing and she assisted some students to write. Most of them did not know the meaning of certain words. Therefore, they asked those meanings to the researcher and she asked them to consult the meanings to the dictionary first but some students did not bring the dictionary so that they asked the meanings to their friends. However, they enjoyed the process of writing. It could be implied from their conversation that the time passed quickly.

They said, *“Wuih, kok cepet yo wektune, Miss. (The time pass quickly, Miss.)”* They were happy to write.

The time was almost over. The researcher asked the students whether they had finished their writing or not. Some had just finished but some other had not finished yet. She then gave five minutes to finish their writing. When the rest of the time was over the researcher asked all of the students to submit their work. They submitted it and the researcher asked them whether they were happy or not. They answered that they were happy. It can be seen from the following field note.

“Are you happy to write?” They answered “Yes”. They were very happy and confident to write.

FN 9

That conversation implied that their motivation in writing had improved since they were happy with the action. They also did not realize that the time passed quickly. It can be seen from the following data.

When some of them had finished writing, they said *“Weh, kok andang rampung. Cepet yo. (It has just finished. I can do it quickly, right?)”*

FN 9

The researcher then closed the meeting by parting. She then came out from the class.

3) Reflection

After implementing the actions, the researcher did some reflections on the implemented actions. The results are as follows.

Based on the results of the observation which was done during the observation, the researcher found both improvements and weaknessess in the teaching and learning process of writing in the class. The researcher found those improvements and weaknessess based on the data in form of field notes, interview transcripts, and students' writing task. The further explanation of improvements and weaknesses will be described below.

There were three aspects that improved in Cycle I. They were motivation to write, generating ideas, and language use. By applying guided writing technique, the students were happy to write. The evidence for the improvement is as follows.

R	: <i>Gimana tadi belajarnya? Apa yang sudah kalian pelajari?</i> (What do you think about the lesson? What have you learnt?)
Ss	: <i>Seneng. Asik. Ya gitu deh. Merangkai kata sama paragraph Bu.</i> (I was happy and excited. I have learnt how to arrange words and paragraph.) <i>Interview Transcript 6</i>
R	: <i>Menurut Ibu gimana tadi murid-murid nulisnya? Sudah meningkat belum?</i> (What do you think about the students' writing? Has it improved or not?)
ET	: <i>Antusiasnya menulis sudah. Mereka sudah mulai antusias dan cukup confident ya nulisnya.</i> (The enthusiasm has improved. They had been enthusiastic and confident enough to write.) <i>Interview Transcript 11</i>
R	: <i>Antusias muridnya gimana?</i> (How about the students' enthusiasm?)
C	: <i>Sudah bagus itu. Murid-muridnya terlihat senang saat menulis terutama murid yang di depan saya itu tadi. Waktunya berlalu begitu cepat, menunjukkan bahwa pembelajarannya itu sangat enjoy.</i> (It was good. The students seemed to be happy when writing especially the students who sit in front of me. Time went quickly. It shows that the lesson was enjoying.) <i>Interview Transcript 12</i>

The second improvement in Cycle I was in term of generating ideas. The students did not find difficulties to generate their ideas. The improvement in generating ideas can be seen from the following data.

R : *Gimana dengan dapat idenya? Susah ga?* (**How about generating ideas? Is it difficult?**)
 Ss : *Ga juga sih.* (**Not really.**)

Interview Transcript 9

R : *Dapat idenya susah ga tadi?* (**Do you have difficulty in generating the ideas?**)
 Ss : *Ga Bu. Kan tadi sudah dibantu bu. Itu loh yang pertanyaan – pertanyaan tadi.* (**No, Miss. It has been helped by the questions provided.**)

Interview Transcript 10

The third improvement was in the form of language use. The evidence for the improvement are as follows.

R : *Kalau cara menggunakan past tense nya gimana? Kesulitan ga?* (**How about the use of past tense? Is it difficult?**)
 Ss : *Tidak Bu.* (**No, Miss.**)

Interview Transcript 9

R : *Kan kalau nulis past experience itu harus pakai past tense. Itu kesulitan ga?* (**Is it difficult to use past tense when writing past experience?**)
 Ss : *Ga Bu. Kemarin kan sudah belajar itu.* (**No, Miss. I have studied it yesterday.**)

Interview Transcript 10

On the other hand, weaknesses were also found in this Cycle. There were in the form of vocabulary and spelling. The researcher also did not provide good media for the students. In term of vocabulary, the evidence can be seen as follows.

The students were happy of doing this though they sometimes found difficulties with the vocabulary. “Bu, ini artinya apa? (What is this meant, Miss?)” asked one of the student.

FN 8

R : *Terus apa lagi kesulitannya? (What are the other difficulties?)*

Ss : *Membuat kata-katanya susah Bu. (I have difficulties in selecting the words, Miss.)*

Interview Transcript 9

R : *Kenapa? Mana yang sulit? (Why? Which one is difficult?)*

Ss : *Karena belum bisa Bahasa Inggris. Kosakatanya Bu. Banyak yang ga tahu artinya Bu. (I have not mastered English. I have difficulties in vocabulary. I don not know the meaning of many words.)*

R : *Berarti kalian masih kurang paham ya sama vocabnya? Tapi kalian suka Bahasa Inggris kan? (It means that you have not understood about the vocabulary. But you like English, don’t you?)*

Ss : *Iya bu. Tapi kosakatanya banyak yang ga ngerti Bu. (Yes, Miss. But I do not know the vocabularies.)*

Interview Transcript 5

The second weaknessess was in term of spelling which is included in mechanics. They found difficulties in spelling certain words. The weaknessess in spelling can be seen from the following data.

R : *Terus apa kesulitannya? (What are your difficulties?)*

Ss : *Itu takut salah. (I am afraid of making mistake)*

R : *Takut salah gimana maksudnya? (What do you mean by being afraid of making mistake?)*

Ss : Ya takut salah cara nulisnya gitu loh Bu. (I am afraid of making mistake in spelling.)

Interview Transcript 9

The third waeknessess was that the researcher did not provide good media to teach the students. It can be seen from the following interview transcripts.

ET : Sudah bagus. Cuma medianya saja yang kurang. Kan baru worksheet-nya to. (It was good. But it lacked media. It has just the worksheet, right?)

R : Oh iya bu, pakai gambar gitu ya Bu. (Yes, Ma'am. Do we need to use pictures?)

Interview Transcript 9

In brief, the result of students' writing in Cycle I can be seen from the sample of students' writing presented in the following.

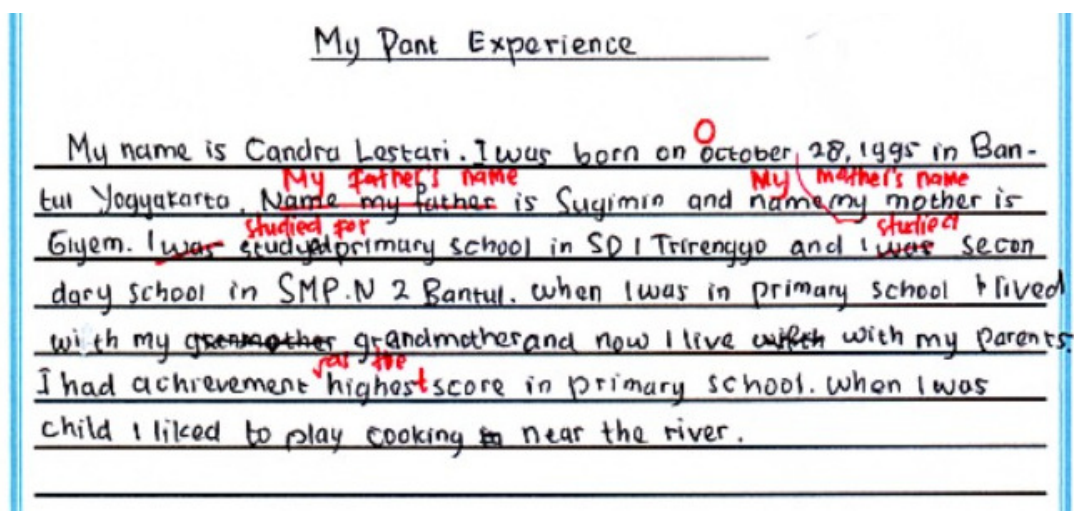


Figure 4: Result of the Student's Writing in Cycle 1

The sample of students' writing above shows that students could not order their words into phrase correctly. For instance, they wrote "name my father" instead of "my father's name" (see line 2). They also found difficulty in spelling words, such as, "highes" instead of "highest"(see line 6). Moreover, the students also still found difficulties on mechanics, especially in spelling and capitalization. It can be seen as follows.

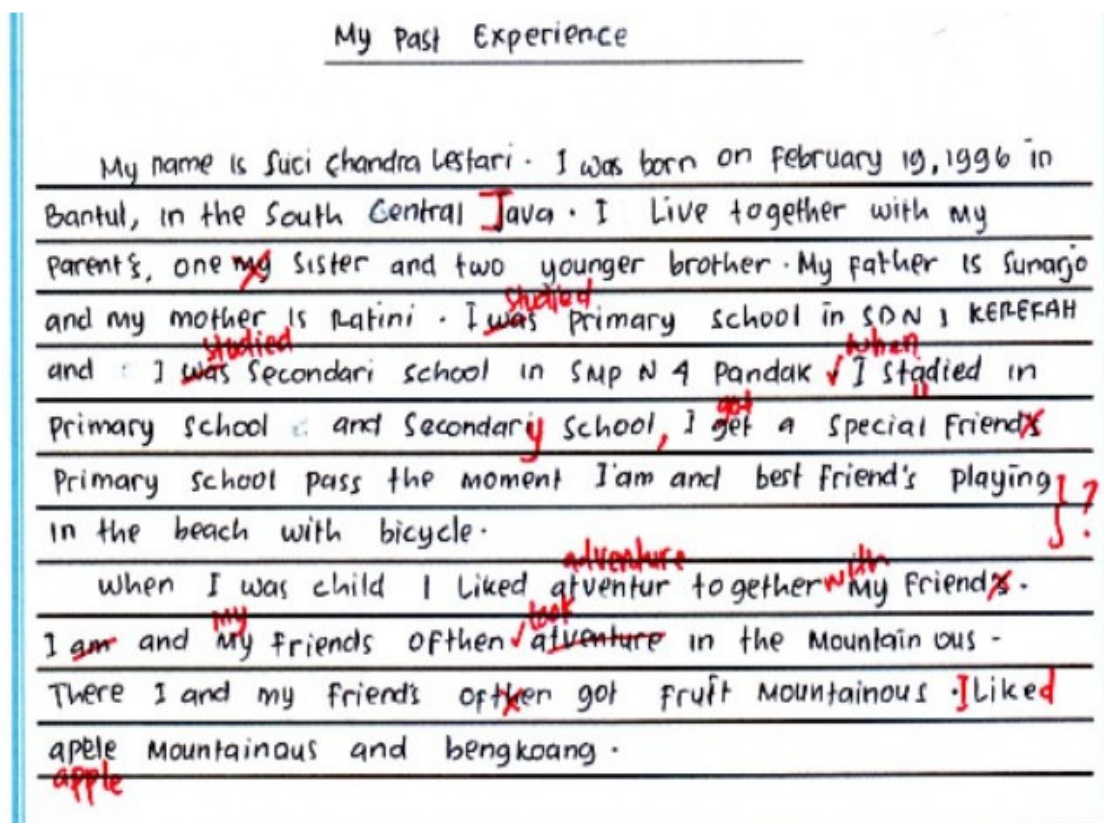


Figure 5: Result of the Student's Writing in Cycle 1

Like the sample of students' writing in Figure 4, the sample above also shows students' difficulties in word order and spelling. For example, in paragraph 1 line 3, the students wrote "one my sister" instead of "one sister". In addition, the students wrote "atventur" instead of "adventure" in paragraph 2 line 1. It implies that the students still found difficulties in spelling and vocabulary, especially in ordering words.

Furthermore, the description of the students's writing performance in Cycle I can be seen in the following table which presents the mean score of five aspects in writing namely content, organization, vocabulary, language use, and mechanic.

Table 6: Mean Score of Tests in Cycle I

Content	Organization	Vocabulary	Language Use	Mechanics
2.76	2.63	2.24	2.4	2.1

Table 7: Standard Deviation of Tests in Cycle I

Content	Organization	Vocabulary	Language Use	Mechanics
0.53	0.48	0.38	0.35	0.45

The table above shows that the mean score of each aspect is 2.76 for content, 2.63 for organization, 2.24 for vocabulary, 2.4 for language use, and 2.1 for mechanics. Meanwhile, the standard deviation of each aspect is 0.53 for content, 0.48 for organization, 0.38 for vocabulary, 0.35 for language use, and 0.45 for mechanics.

From the reflection above, it can be concluded that the results of Cycle I are said to be valid since it fulfilled five kinds of validity namely democratic, process, dialogic, catalytic, and outcome validity. Democratic validity was fulfilled by including comments and opinions from the participants, such as, students, teacher collaborator, and the peer collaborator. It can be seen from the interview transcripts in the Appendix B. The process validity was achieved by asking the teacher collaborator, and the peer collaborator to observe the teaching and learning process during the action. They filled an observation checklist and then it was transcribed into field note.

The dialogic validity was fulfilled by having discussions and interviews with the teacher collaborator as well as the peer collaborator. The catalytic validity was achieved by asking the students whether they had made changes after implementing the action. The researcher also interviewed the English teacher about the same issue. They were given opportunity to share their response dealing with the action implemented. To assess outcome validity, the researcher collected students' works to find the improvement. She then formulated a new problem and found a solution of it in the next cycle. Moreover, the result of Cycle I was also reliable since the researcher involved more than one source of data namely the researcher, teacher collaborator, the students, and the peer collaborator.

Furthermore, there were two aspects that should be improved in Cycle II namely vocabulary and mechanics. Therefore, it would be as the main focus in the next cycle.

b. Report of Cycle 2

The teaching and learning process in Cycle II was carried out in three meetings. It was done through three steps of action. They were planning, action and observation, and reflection. The detail of those steps will be discussed below.

1) Planning

The researcher and the English teacher as the collaborator discussed some plans that would be implemented in Cycle II according to the reflection in Cycle I. She would also continue to implement some tasks of guided writing technique. The topic for the second cycle was different from the first cycle, namely “My Future Plans”. At the end of the lesson, the students were expected to be able to write their own future plans.

However, there were some changes in some activities since those could not work well in Cycle I. The researcher also planned to make the teaching and learning process more effective and fun by using media and applying group work. On the other hand, as mentioned in the reflection of the first cycle that there were still problems in vocabulary and mechanics especially the spelling, the action in Cycle II would be focused on improving those two skills. Therefore, below are the further descriptions about the actions that would be implemented in Cycle II.

a) First Meeting

In the first meeting, the researcher would implement two guided writing tasks namely guided task and understanding explanation. Before implementing the actions,

the researcher would build students' knowledge related to the topic and identify the text model. The details of the plans in the first meeting are listed below.

- 1) Students would build their background knowledge related to their future plans. They would have some pictures and would answer several questions related to the topic.
- 2) Students would match vocabularies related to text. The researcher would group them and ask them to find the meaning of the vocabularies. They would be asked to stick the vocabulary in the blackboard. It was aimed at improving students' vocabularies.
- 3) The researcher would implement guided writing task namely guided task. Students would be given the model text and they would read it. They would identify someone's plans in the text and fill it in the chart provided. It was useful for them to help to generate their ideas so that they would not get confused about what they should write for their future plans.
- 4) The researcher would implement guided writing task namely understanding explanation. She would explain language use in the text namely simple future tense.

b) Second Meeting

In the second meeting of Cycle II, the researcher planned to focus on the organization of the text. She would also implement two kinds of guided writing task

namely ordering technique and completing passage. The activities are described below.

- 1) The researcher would implement guided writing task namely ordering technique.

In this task, students would arrange words into correct sentences in the form of future plans. They would also arrange jumbled sentences into a good paragraph.

- 2) The researcher would implement guided writing task namely completing passage.

Students would continue to write paragraph whose the clues had been provided.

c) Third Meeting

It was the last meeting in Cycle II. This meeting would focus on improving students' writing skills on mechanics by implementing dictation task. After that, the researcher would ask the students to write their own future plans. The activities are as follows.

- 1) The researcher would implement guided writing task namely dictation or dicto-comp.

The researcher would read a text and the students listened to it. Then, the researcher read it again and paused after each phrase to allow students to write.

She then read the text at a normal pace to give students opportunity to read over the text and made corrections. The researcher then showed students the passage so that they could check their versions with the original ones and edit their texts.

- 2) Students would write their own paragraph telling about their future plans. In this

activity, the students were expected to write a paragraph well since they had been given a text model and the language use used in the text as well as the

punctuation. It would be the time for the students to construct a text by themselves.

2) Action and Observation

The action and observation in Cycle II were conducted in three meetings. The schedule of the second cycle is presented below.

Table 8: **Schedule of Cycle II**

Dates	Allocated Time	Topic	Activities
Wednesday, January 30 th 2013	2 x 45 minutes	My Future Plans	<ol style="list-style-type: none"> 1. Students built their own background knowledge related to their future plans. 2. Students matched vocabularies that would be used in text model. They did it in group. 3. Students were given a text model and asked to write it. 4. Students identified someone's plans for his future with their table mate. 5. Students studied the language use used in the text namely Simple Future Tense. 6. Students arranged sentences in the form of Simple Future. 7. Students arranged jumbled sentences into a good paragraph.
Thursday, January 31 st 2013	1 x 45 minutes		<ol style="list-style-type: none"> 1. Students continued to write a paragraph. They did it at home and submitted it before the next activity. 2. Students had dictation.
Wednesday, February 6 th 2013	2 x 45 minutes		<ol style="list-style-type: none"> 1. Students were given the original text of the dictation task. They compared their text with the original one. 2. Students wrote their own future plans. They were given some guidance to write it.

a) First Meeting

The first meeting of Cycle II was administered on Wednesday, January 30th 2013. The teaching and learning process of this meeting started at 07.00 a.m. The allocated time was 90 minutes. The focus of this meeting was to improve students' vocabularies. The researcher opened the class by greeting and had a short prayer. She then checked students' attendance. The students were so fresh in the morning that meant they were ready to have a lesson. The researcher told them that there would be a new material for them to study. They were so happy to hear that. They were also curious to start the lesson. It can be seen from the following field note.

After that the researcher told the students that there would be a new material about Future Plans, **“Oke guys, today we’re going to have a new lesson namely Future Plans.”** The students then asked the teacher what the meaning were that, *“Apa itu Bu? (What is that Miss?)”* The researcher answered *“Rencana masa depan. (Future plans.)”* **They said enthusiastically “Owh, banyak Bu. (There are many, Miss)”**

FN 10

After that the researcher built their background knowledge related to the topic given. She asked some questions related to their future plans, such as, “What are your plans after graduating from SMK?” She also provided pictures of someone’s future plans to stimulate their ideas. They were very enthusiastic to answer her questions. Most of them answered to find job after graduation and to get married after that. Below is the data of the action.

She also asked the students what their plans are especially after graduating from SMK. **“What are your plans guys?” asked the researcher. Then she showed the pictures again to stimulate their ideas.** She asked again, “What are your plans? Find a job? Get married? Or Continue your study?” **Most of the students enthusiastically answered find a job for their future plans.**

FN 10

The researcher then implemented an action that focused on improving the students' vocabularies. The activity was about matching vocabularies with the meaning in Bahasa Indonesia. Those vocabularies were taken from the text model. They did in a group of four. Each group should match the meaning of two or three vocabularies provided in the black board. They should stick their answer just beside the English word in the blackboard. They did it with fun.

After that, the researcher and the students pronounced it together with the meaning in Bahasa Indonesia. It was very effective to improve students' vocabularies. Students' excitement when doing the task can be seen below.

R	: <i>Gimana tadi dek belajarnya? Seneng ga?</i> (What do you think of the lesson? Do you like it?)
Ss	: <i>Iya seneng. Pas nempel nempel tadi loh Bu.</i> (Yes, I do. I like the sticking time, Miss.)

Interview Transcript 13

The researcher then implemented the guided writing task namely understanding explanation. Firstly, the students were given a model of text containing of someone's future plans and they were asked to read it. They did not find any difficulties with the

vocabularies since they had studied them before. The teacher kept monitoring the students if they found difficulties. She then asked the students to identify some plans in the text and filled them in the chart provided. The chart would ease the students to guide them to write their own future plans. They might discuss the plan with their table mate and they were also allowed to open dictionary. It can be seen from the data below.

R	: <i>Materinya gimana? (What do you think of the material?)</i>
Ss	: <i>Mudah dipahami Bu soalnya tadi kan sudah belajar kata-kata pas nempel nempel tadi. (It's understandable Miss because I have studied it when sticking time.)</i>

Interview Transcript 13

The next activity was identifying some plans in the text. **“Please identify Jeremy Fair’s plans from the text and then write down those plans in chart here” asked the teacher.** Since the students did not seem to understand the researcher’s command, she then translated it into Bahasa Indonesia. **The students then nodded their head as a sign that they understood the command. They might discuss the plan with their table mate and they were also allowed to open dictionary.**

FN 10

The class became noisy and the researcher tried to manage the class. The researcher moved around the class and helped some students who got difficulties. After the students finished identifying the plans, they were asked to write those plans on the blackboard. The researcher asked some volunteer to write the answer. Some of them voluntarily wrote it. Then she and the students discussed the answer together. Most of the students answered the tasks correctly.

The next action was implementing a guided writing task namely understanding explanation. The researcher explained about the language use in the text namely “Future Tense”. The students enthusiastically listened to her explanation. She tried to explain it as clear as possible. She provided examples to ease the students in understanding the tense. She then asked the students to write note in their book. It can be seen from the following data.

After that the researcher explained about the language use used in the text namely Future Tense. **The students enthusiastically listened to her explanation. “Simple Future itu apa Bu? (What is Simple Future?)” asked one of the students.** Then she tried to explain that it was a tense that is usually used in future plans and **they seemed to understand the explanation by nodding their head.** She wrote the explanation on the blackboard with the examples.

FN 10

Time passed quickly and the researcher continued to implement another guided writing task namely ordering technique. She gave students exercises of future tense. They were asked to arrange words into a good sentence with their partner. They did it quickly and they were proud since they could do it easily. Then, they arranged jumbled paragraphs to be a good text. They also did it easily. They were happy and excited to do it.

They did it quickly and they were proud since they could do it easily. **“Gampang ini Bu (It’s easy Miss.)”** said some of the students. Then, they arranged jumbled paragraph to be a good paragraph. **They also did it easily. They were happy and excited to do it.**

FN 10

After that, the researcher implemented the next action of guided writing task namely completing passage. In this task, the students were asked to continue to write a paragraph about someone's future plans. There were some clues provided in the paragraph. However, since the time was over, she set it as homework. It must be submitted in the next meeting. She checked students' comprehension, then summarized the lesson and closed it by parting.

b) Second Meeting

The second meeting of Cycle II was conducted on Thursday, January 31st 2013. The class began at 01.00 p.m. It was the last lesson for the class at that day. The allocated time was 45 minutes. This meeting was focused on improving students' skills in mechanics especially their spelling. The researcher opened the English lesson by greeting and asking students' condition. The students had homework from the meeting before and the researcher asked them to submit it in front of the class. They put it on the teacher's desk.

The researcher then implemented a guided writing task namely dictation or dicto-comp. The researcher read a text about someone's future plans. She read it three times. Firstly, the text was read while the students were only listening to it. Then, the researcher read it again and paused after each phrase to allow students to write. On the third reading, she read the text at a normal pace, giving the students opportunity to read over the text and made corrections. The dictation started and the teacher asked the students whether they were ready or not. They said they were ready and then she

read the text while the students only listened to it. On the second reading, the students began to write it. Thirdly, she just read it slowly and the students corrected their writing. On the second stage of reading, some of the students opened their dictionary to consult the spelling. It can be seen from the following data.

The dictation started and the teacher asked the students whether they had been ready or not. They said “yes” and then she read the text while the students only listened to it.

FN 11

When the teacher had just finished reading the text for the third time, unfortunately the time was up. On the next meeting the researcher would show the original text so that they could compare their writing with it. She asked the students to submit their works. She also told the students that the next meeting they would be asked to write their own Future Plans. She asked them to prepare it. She then closed the meeting by praying and parting the students.

c) Third Meeting

The third meeting was administered on Wednesday, February 6th, 2013. It was the last meeting in Cycle II. The researcher entered the class at 07.00 a.m. She greeted the students to open the class and she asked for the students' condition. The researcher and the students prayed together. She then checked students' attendance. The allocated time for the meeting was about 90 minutes.

The researcher then distributed students' work that they did in the last meeting namely dictation. One by one she called the students and gave them their work. She also gave the original text for the dictation. Their task was to compare their text to the original one. The students were then busy with their task and they seemed to discuss with friends.

“Oke students your task is comparing your text that you have written last meeting with the original one. Do you understand?” asked the researcher and they answered **“Yes Miss”** together.

FN 12

They corrected their work seriously. The researcher asked students' difficulties of the task. They were just silent and some of them tried to consult their spelling to the dictionary to find the correct spelling and pronunciation. It meant that they did not find difficulties with the spelling so that their spelling had improved by implementing the dictation task. The evidence can be seen below.

The researcher asked students' difficulties of the task. They seemed to be all right that meant they did not find any significant difficulties with the task. Some of them also consulted the dictionary to find the correct spelling and pronunciation.

FN 12

The activity was continued by asking the students to write their future plans. The researcher then distributed the worksheet and some guidance questions to help

the write. She then explained the guidance and the students started to write. Below is the guidance for the students to help them to write.

Task 9 Now write your own future plans. There are some questions that will help you as the guidance.

1. What is your plan after you graduate from SMK?
2. What is your plan in 5 years later?
3. What is your plan in 10 years later?
4. What is your plan with your career?
5. What is your plan with your family?
6. How many children do you want to have?

She then moved around the class to help them in difficulties. Some of the students asked some vocabularies that they used in their writing to the researcher. However, she asked them to open their dictionary first and she would help them if that did not find it in the dictionary. The students were busy with their writing.

“Miss, ini artinya apa? (What is this meant, Miss?)” She then answered **“Consult to your dictionary first. I will help you if you don’t find it in the dictionary.”** They said *“Oke, Miss.”* The students were busy with their writing.

FN 12

The researcher then asked them to submit their writing. After they submitted their work, she then thanked to them since they had participated in the research. The researcher then closed the class by parting and saying goodbye.

3) Reflection

The activities in Cycle II were expected to enable the students to write well and based on the observation done during the action, there were no significant problems found. In sum, the students writing skills improved in Cycle II. The improvements were not only in students' writing skills but also in students' attitude in writing. They were also more enthusiastic and could enjoy the lesson better so that their writing skills improved well. The students who usually did not want to write became happy and it made them write without being asked by the teacher.

The improvements were in the form of students' motivation and writing skills. The first improvement was in term of motivation. This improvement can be seen from the following interview transcripts.

R	: <i>Gimana tadi dek belajarnya? Seneng ga?</i> (What do you think of the lesson? Do you like it?)
Ss	: <i>Iya seneng. Pas nempel nempel tadi loh Bu.</i> (Yes, I do. I like the sticking time, Miss.)
<i>Interview Transcript 13</i>	
R	: <i>Gimana tadi pembelajarannya Bu?</i> (What do you think of the lesson?)
ET	: <i>Bagus mbak bagus. Anak-anak antusias, semangat. Bagus mbak.</i> (It was good. The students were enthusiastic, cheerful. It was good.)
<i>Interview Transcript 14</i>	
R	: <i>Bagaimana dengan pembelajaran kali ini?</i> (What do you think of the lesson?)
ET	: <i>Ini pertemuan terakhir ya?</i> (Was it the last meeting?)
R	: <i>Iya bu.</i> (Yes, Ma'am.)
ET	: <i>Ya sudah bagus mbak. Kemampuan mereka juga sudah meningkat. Siswa yang tadinya tidak mau menulis sudah mau diajak menulis.</i> (It was good. Their skills had improved. Students who did not want to write at the first

time have had willingness to write.)

R : *Jadi sudah improve ya bu? (Has it improved, ma'am?)*

ET : *Ya bisa dibilang begitu. Sudah agak lumayan mbak. Terutama yang barisan sebelah selatan tadi. (We can say like that. It has been quite good especially the students in the southern line.)*

Interview Transcript 16

R : *Gimana menurutmu pembelajaran selama ini? Seneng ga? (What do you think of the existing lesson?)*

Ss : *Senang (It was exciting.)*

R : *Senengnya gimana? (How come?)*

Ss : *Karena mudah dipahami, ga membosankan. (It was understandable and not boring.)*

Interview Transcript 18

R : *Bagaimana menurut kamu proses pembelajaran yang sudah terlaksana? (What do you think of the lesson implemented?)*

C : *Baik. Kemampuan menulis siswa meningkat dan mereka bisa mengikuti pelajaran dengan antusias. Mereka bisa mengerjakan latihan ataupun aktifitas yang kamu berikan dengan mudah. (It was good. The students' writing skills improved and they could join the lesson enthusiastically. They could do the exercises and activities that you gave easily.)*

R : *Apakah ada peningkatan dalam kemampuan menulisnya? Bagaimana dengan perilaku siswa selama dan setelah penelitian? (Are there any improvements in students' writing skills? How about their attitude during and after the research?)*

C : *Ya ada dong. Tadi kamu kan sudah tanya juga sama muridnya. Mengenai perilaku juga pasti ada. Awalnya ada beberapa siswa yang tidak mendengarkan penjelasan kamu tapi lama-lama selama proses penelitian mereka mau mendengarkan karena kegiatan yang Anda berikan menarik bagi mereka. Ada juga yang tidak mau menulis awalnya tapi mereka akhirnya mau menulis. (Yes, there are. I think you have asked it to the students. There are also improvements in their attitude. At the first time, there were some students who did not listen to your explanation but during the research process they finally willing to listen to you because you provide interesting activities. There were also some students who at the first time did not want to write but they finally wanted to write.)*

Interview Transcript 17

They did it quickly and they were proud since they could do it easily. “*Gampang ini Bu (It’s easy, Miss).*” said some of the students. Then, they arranged jumbled paragraphs into a good text. **They were happy and excited to do it.**

FN 10

It can also be seen from the photograph below that shows the students’ enthusiastic during the teaching and learning writing. The students were serious to do the task of writing since they had motivated enough.



Figure 6: **Students’ Photograph**

The students did the task seriously in a group of four

In term of students’ writing skills, the evidence of the improvement is as follows.

R : *Aspek apa saja Bu yang sudah meningkat?* Content, organization, vocabulary, language use, *atau mechanic nya?* (**What aspects have improved, Ma’am? Content, organization, vocabulary, language use, or mechanics?**)

ET : *Sudah meningkat semua mbak, lumayan lah.* (**All of them have improved.**)

Interview Transcript 16

R	: Dari lima aspek ini seperti content, organization, vocabulary, language use sama mechanics, mana saja yang sudah meningkat? (From the five aspects such as content, organization, vocabulary, language use, and mechanic, which one has improved?)
C	: Semuanya sudah bagus dan siswa sudah meningkat kemampuan menulisnya. (Everything was good and the students' writing skills have improved.) <i>Interview Transcript 17</i>
R	: Vocabnya tambah ga? (Does your vocabulary improve?)
Ss	: Iya Bu. Cara menulisnya juga. (Yes, Ma'am. The spelling as well.)
R	: Kalau cari idenya sekarang masih susah ga? (Do you still find difficulties in generating ideas?)
Ss	: Udah ga sih. (Not really.)
R	: Kalau menyusun kalimatnya? (How about arranging sentences?)
Ss	: Meningkat Bu. Kemarin kan sudah dijelaskan. (It improved. It has been explained yesterday.)
R	: Oh iya. Terus grammarnya? Yang past tense sama future tense kemarin loh. (All right. What about the grammar like past tense and future tense?)
Ss	: Wah sudah jelas itu Bu. (It has been clear, Miss.) <i>Interview Transcript 18</i>

From the previous interview transcripts above, it can be seen that the students' writing skills improved in term of content, vocabulary, organization, language use and grammar. In brief, the result of students' writing in Cycle II can be seen from the sample of student's writing below.

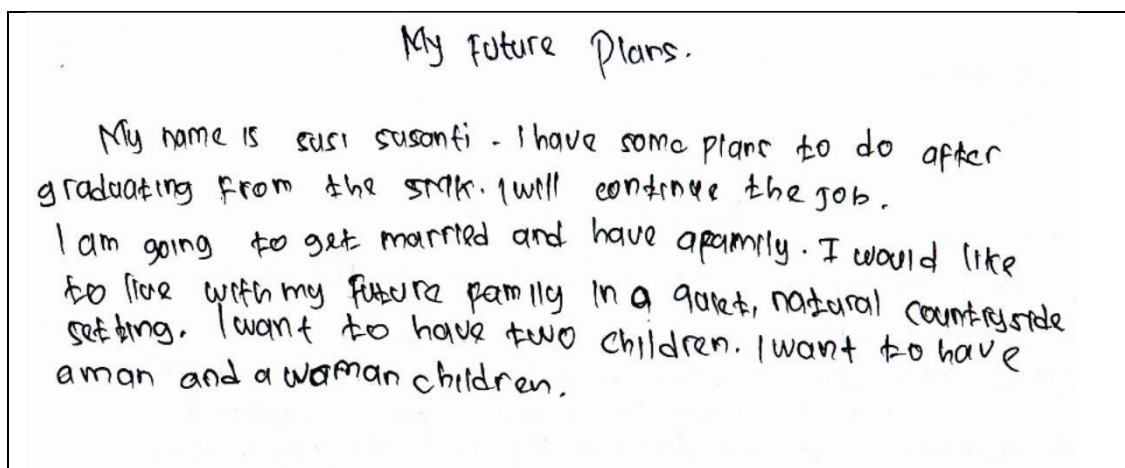


Figure 7: Result of the Student's Writing in Cycle II

Based on a students' work above, there were just few mistakes in the text. It can be implied that the students could generate their ideas easily, organize their text appropriately, and use the appropriate grammar. They also did not find any difficulties in choosing the right diction and they could spell the words correctly. The following figure also shows the same result as above. The figure is presented as follows.

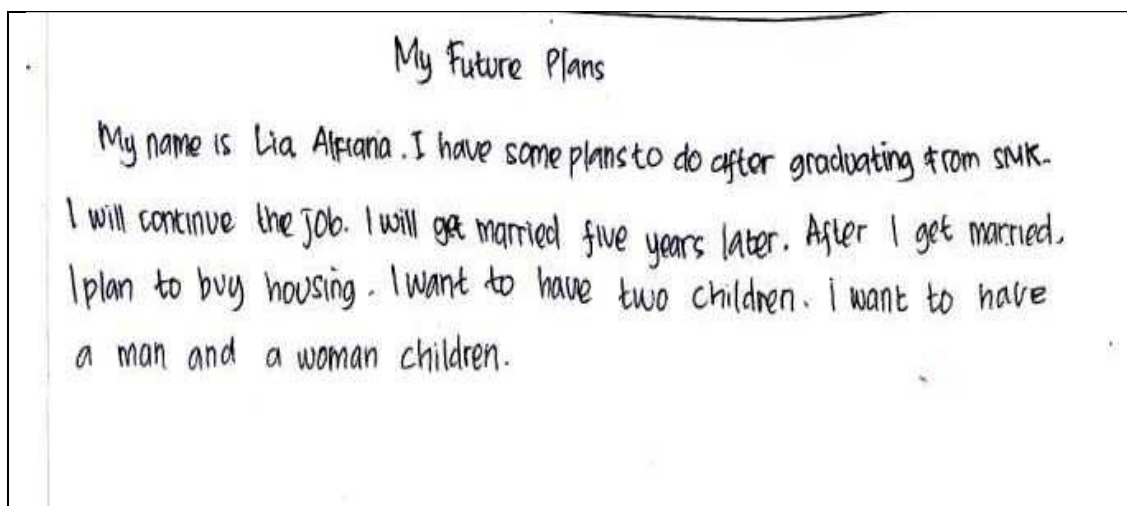


Figure 8: Result of the Student's Writing in Cycle 1I

Furthermore, the description of the students's writing performance in Cycle II can be seen in the following table which presents the mean score of five aspects in writing namely content, organization, vocabulary, language use, and mechanic.

Table 9: Mean Score of Tests in Cycle II

Content	Organization	Vocabulary	Language Use	Mechanics
3.7	3.1	3.1	3.1	2.6

Table 10: **Ideal Mean of Tests in Cycle II**

Content	Organization	Vocabulary	Language Use	Mechanics
3.5	3	3	3.25	2.5

The table above shows that the mean score of each aspect is 3.7 for content, 3.1 for organization, 3.1 for vocabulary, 3.1 for language use, and 2.6 for mechanics. The mean score has improved if it was compared to the in Cycle I. Meanwhile, the ideal mean for Cycle II is 3.5 for content, 3 for organization, 3 for vocabulary, 3.25 for language use, and 2.5 for mechanics.

From the reflection above, it can be concluded that the results of Cycle II are said to be valid since it fulfilled five kinds of validity namely democratic, process, dialogic, catalytic, and outcome validity. Democratic validity was fulfilled by including comments and opinions from the participants such as students, English teacher, and the collaborator. It can be seen from the interview transcripts in the Appendix B. The process validity was achieved by asking the teacher and the collaborator to observe the teaching and learning process during the action. They filled an observation checklist and then it was transcribed into field note.

The dialogic validity was fulfilled by having discussion and interview with the English teacher as well as the collaborator. The catalytic validity was achieved by asking the students whether they had made changes after implementing the action. The researcher also interviewed the English teacher about the same issue. They were given opportunity to share their response dealing with the action implemented. To assess outcome validity, the researcher collected students' works to find the

improvement. She then formulated a new problem and found the solution of it in the next cycle. Moreover, the result of Cycle II is also reliable since the researcher involved more than one source of data namely researcher, teacher collaborator, students, and peer collaborator.

As the result of the better improvement of students in writing skills, the researcher decided to stop the cycle.

3. General Findings

In general findings, the researcher presents a table which shows the mean scores of the five writing aspects in each cycle. The table can be seen as follows.

Table 11: Differences of Mean Score of Cycle I and II

Aspect	Content	Organization	Vocabulary	Language Use	Mechanics
Cycle I	2.76	2.63	2.24	2.4	2.1
Cycle II	3.7	3.1	3.1	3.1	2.6
Difference	0.94	0.47	0.84	0.7	0.5

It can be seen that the mean score in Cycle I is 2.76 for content, 2.63 for organization, 2.24 for vocabulary, 2.4 for language use, and 2.1 for mechanics. On the other hand, the mean score of each aspect in Cycle II is 3.7 for content, 3.1 for organization, 3.1 for vocabulary, 3.1 for language use, and 2.6 for mechanics. It can be interpreted that there are improvements in all of those aspects. The improvement is 0.94 for content, 0.47 for organization, 0.84 for vocabulary, 0.7 for language use, and

0.5 for mechanics. It can be implied then that Cycle II was successful to improve the students' writing skills.

Furthermore, the five aspects of writing above are converted into six ranges of interpretation namely very poor, poor, fair, good, very good, and excellent. It can be seen from the table below that the number of the students who are in the excellent interpretation increased from zero to six. Moreover, there are no students who are in poor interpretation in Cycle II. The further description is presented below.

Table 12 : The Conversion Table Analysis of Students' Score

Class interval	Interpretation	Frequencies	
		Cycle I	Cycle II
17.5 - 19.9	Excellent	-	6
15.0 -17.4	Very good	3	18
12.5 – 14.9	Good	11	6
10.0 – 12.4	Fair	14	1
7.5 – 9.9	Poor	3	-
5.0 – 7.4	Very poor	-	-

The improvements in students' writing skills can also be seen from the following table.

Table 13 : Research Result

No.	Aspects	Field Problems	Actions in Cycle I	After Cycle I	Actions in Cycle 2	After Cycle II
1.	Content	Most of the students did not know what they should write when they were asked to write. They sometimes had to see their friends' work to get the ideas.	The researcher implemented guided writing technique in the forms of guided task and completing passage.	Some students could write well without looking at their friends' work. Some of them could also generate their ideas well.	The researcher implemented more difficult guided writing technique in the forms of guided task and completing passage.	Most of the students could write well without looking at their friends' work. They could also generate their ideas well.
2.	Organization	Most of the students got difficulties in organizing texts.	The researcher implemented guided writing technique in the form of words ordering.	Some students could organize sentence and paragraph well.	The researcher implemented guided writing technique in the form of sentence ordering.	Most of the students could organize sentence and paragraph well.
3.	Vocabulary	Most of the students did not know the meaning of certain words. They also stated it when the researcher interviewed them.	The students identified difficult vocabularies in the text and found the meaning in the dictionary.	Students' vocabulary mastery improved and some of them could write with a good diction.	The students had vocabularies matching before reading the model text.	Students' vocabulary mastery improved and most of them could write with good dictions.
4.	Language Use	Most of the students could not differentiate certain tenses which were used to write certain genre of written text.	The researcher implemented guided writing technique in the form of understanding explanation of simple past and completion technique.	Some students could use certain tenses to write in different paragraph.	The researcher implemented guided writing technique in the form of understanding explanation of simple future .	Most students could use certain tenses to write in different paragraph.
5.	Mechanics	Most of the students got confused to spell certain words. They also had low awareness in punctuation and capitalization.	The researcher implemented guided writing technique in the form of correction technique.	Some students could spell words well and use appropriate punctuation and capitalization in paragraphs.	The students had dictation activity.	Most students could spell words well and use appropriate punctuation and capitalization in paragraphs.
6.	Motivation	The students had low confidence to write since they were afraid of making mistakes.	The researcher involved the students in the teaching learning process such as asking them some questions.	Some students had been confident enough to write. Some of them felt enthusiastic when they were asked to write.	The researcher gave pictures to motivate them to involve in the teaching and learning writing.	Most students had been confident enough to write. Most of them felt enthusiastic when they were asked to write.

It can be concluded that the use of guided writing technique could improve students' writing skills as well as their motivation to write. It can be also stated that based on the results of the research above, the researcher and the English teacher agreed that the materials and activities implemented were successful to students' writing skills. It meant that the objective of the research was achieved and the researcher so that the English teacher decided to end the cycle.

B. Research Findings Discussion

This research deals with improving students' writing skills by using guided writing technique. Writing was chosen as the skill being improved in this research since it is the most difficult skill in English and it was also suggested by the English teacher. The researcher divided the research into three parts namely planning, action and observation, and reflection.

There were many problems existing in students' writing skills. They could not develop their ideas well so that they did not know what they should write in a paragraph. The problems also dealt with the organization of the text that made them unable to arrange words or sentences in a good order. In addition, their vocabulary mastery was limited so that it made them unable to choose appropriate words for their writing. Moreover, they had low awareness of grammatical features since they did not master those features well. They just translated their native language into English for their writing without considering grammatical features which are, of course, different

from their native language. In addition, many students found difficulties in spelling certain words and they could not use capitalization and punctuation appropriately. Therefore, there should be an action that could improve the students' writing skills.

Guided writing technique was chosen as the technique used in the implementation of the research. It was decided after having discussion with the English teacher and the peer. Guided writing technique was chosen because of some reasons. It could provide step by step of writing processes and simulators to the students. It also provided feedback not only from the teacher but also from the peers. This method was used since it made the students easily generate their ideas. Therefore, it could increase students' interest and motivation in writing. In this case, it could build confidence toward the students to write so that they could improve their writing skills.

After identifying some field problems, the researcher made a course grid and developed it into lesson plans. Then, the researcher searched some materials from the internet and from some course books. The materials were formulated into some exercises and they were ready to be given to the students. However, the researcher also needed media to help them in teaching and learning process so that media were prepared first before creating the worksheets for the students.

Since the research was conducted in vocational high school, the objective is different from that in secondary school such as in senior high school in usual. The aim of teaching and learning English in vocational high school is to provide students

with an ability to use English in their daily communication based on the global demand and to make them able to build up the communication in higher level. To cover that goal, the researcher used text-based approach to teach the students. It consisted of four main steps namely building knowledge of the field, modeling of the text, joint construction of the text, and individual construction of the text.

In building knowledge of the field, the researcher introduced the topic of the lesson and provided context to the students. The researcher might create context by giving some questions or stimulating students with pictures. After that in modeling of the text, the students were given a text as a model and then they had comprehension questions and identified the features of the text. They would also study the language used in the text. In joint construction of the text the students would construct paragraph with the pairs and after that in individual construction of the text they constructed a text by themselves.

The implementation of the research took two cycles. It was done from January 9th to February 6th. The first cycle was carried out in four meetings whereas the second one was carried out in three meetings. In both cycles, the researcher implemented guided writing as a technique to improve the students' writing skills. There were some findings in cycle 1 and cycle 2 in the form of weaknesses and improvements. In relation to the improvements in cycle 1, the students had higher motivation in writing, they could generate ideas well, and they had more awareness in grammatical feature especially simple past tense. In addition, there were still some weaknesses in this

cycle. They still had low vocabulary mastery and had problems in spelling. On the other hand, there were no significant problems found in cycle 2. The students' writing skills and motivation improved well in this cycle. Further description of the improvement in both cycles is described below.

The students' writing skills improved after the researcher conducted some actions. The improvements were in terms of five aspects of writing namely content, organization, vocabulary, language use, and mechanics. It can be seen from the different mean score of the students' works compared from Cycle I and Cycle II. The improvement is 0.94 for content, 0.47 for organization, 0.84 for vocabulary, 0.7 for language use, and 0.5 for mechanics.

The improvement can also be seen from the student's writing in Figure 5. It shows that there are just few mistakes in the text so that it can be implied that the students could generate their ideas easily, organize their text appropriately, and use the appropriate grammar. They also did not find any difficulties in choosing the right diction and they could spell the words correctly.

Furthermore, the improvements can also be seen from the conversion table of student's writing in Table 12. There are six categories in this table namely excellent, very good, good, fair, poor, and very poor. In Cycle I most of the students were in fair and good category and only three students in very good category. There was no student in the excellent category. However, in Cycle II most of the students were in

very good category and there were six students who were in excellent category. The rest were in good and fair category.

Based on the explanation above, it can be concluded that the improvements of students' writing skills in class XI APKJ of SMK N I Pandak was under the implementation of guided writing technique. Therefore, guided writing could positively help students to improve their writing skills.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents three main sections. They are conclusions, implications, and suggestions. The discussion of each part is presented below.

A. Conclusions

This research was aimed at improving students' writing skills through the use of guided writing technique. In line with the discussion in the previous chapter, it can be concluded that the use of guided writing technique is believed to be effective to improve students' writing skills. It can be seen from the findings of the research as follows.

1. The researcher and the collaborator implemented guided writing technique with various activities, i.e. guided tasks, completing passage, ordering technique, vocabulary matching, dictation, correction technique, and understanding explanation in two cycles. Those activities were implemented to improve the students' writing skills in terms of ideas generation, organization of the text, vocabulary, language use, and mechanics. To help the students generate ideas, the researcher implemented guided task and completing passage. To improve students' organization of the text, ordering task was implemented. In addition, the students identified difficult vocabularies in the text and had vocabularies matching in order to improve their vocabulary mastery. To increase their

grammatical awareness, the researcher carried out understanding explanation and completion technique. To improve their mechanics skill, they should correct punctuation in the text and they had dictation technique. Moreover, the researcher also implemented guided writing technique to improve the students' motivation in writing.

2. Based on the reflections done in every cycle, there were some improvements lied on the students' motivation and their writing skills. However, several weaknesses were still found; they were lack of media, time management, and poor spelling of the students.
3. The implementation of guided writing technique in this research improved the students' motivation in writing which could be indicated by their attitude toward writing. At the first time, they lacked motivation in writing and they were lazy to write since they considered writing as the most difficult skill in English. However, after the implementation of the actions, the students' attitude toward writing changed. They became happy when they were asked to write because they were confident enough with their writing skills.

The improvement toward students' writing skills could also be seen from the five aspects of writing observed during the research. Regarding the content aspect, it was easier for the students to generate their ideas since the researcher provided guidance for them. In addition, they had been able to organize their paragraph

well so that their writing did not lack coherence and cohesive anymore. Moreover, their vocabulary mastery had improved and they could write with correct diction. Besides, the students' grammar mastery had improved so that they could write paragraph with appropriate tenses. In the mechanic aspect, they could spell words well and use appropriate punctuation and capitalization in paragraphs.

The difference of the students' mean score of tests between Cycle I and Cycle II also showed the improvements of their writing skills. They got improvement in five aspects of writing namely content, organization, vocabulary, language use, and mechanics. Students' content score improved from 2.76 to 3.7. Students' organization score improved from 2.63 to 3.1. Students' vocabulary score improved from 2.24 to 3.1. Students' language use score also improved from 2.4 to 3.1. Students' mechanic score improved from 2.1 to 2.6. It can be concluded that the use of guided writing technique could improve students' writing skills as well as the students' attitude toward writing.

B. Implications

There are some implications after the research was conducted. The implications are as follows.

1. The use of guided writing technique could improve students writing skills in terms of content, organization, vocabulary, language use, and mechanics. It

implies that the teacher can use the guided writing technique to improve the students' writing skills.

2. Guided writing technique improved the students' motivation in writing and changed the students' attitude in writing. The students' became more confident in writing and they were happy when they were asked to write. It implies that the teacher can also use guided writing technique to improve students' motivation and change students' attitude.

C. Suggestions

Based on the results of the research, some suggestions are addressed to the English teacher, students, and other researchers. The followings are the suggestions.

1. For the English teachers

It is important for the teachers especially in SMK N 1 Pandak to improve students' writing skills. The teacher should create good atmosphere in the classroom and motivate the students to write confidently. It is suggested to use guided writing technique in teaching writing.

2. For the students

It is essential for the students' to improve their writing skills since it is useful for them to be able to write confidently in this global era. They should be more active in writing and confident in writing. It can be done by using guided writing technique.

3. For other researchers

There are many kinds of activities in guided writing but the researcher just implemented some of those activities. It is suggested for the other researchers to use more activities in guided writing so that it will not be boring for the students.

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APPENDICES

Appendix A

Field Notes

FIELD NOTES

FN 1

Day : Saturday
 Date : 17 November 2012
 Time : 07.30 a.m.
 Place : Teacher Room SMK N 1 Pandak

The researcher met an English teacher in SMKN I Pandak that she has been known well. They have made an appointment to meet at that time to conduct research. The researcher then told him about the purpose of the research and she showed the thesis title to him. Then he asked her to collaborate with the English teacher that taught the eleventh grade students in agriculture department. He met her with that eleventh grade teacher namely Mrs. Siti Duriah.

Then the researcher and Mrs. Siti Duriah introduced each other. The researcher showed her the thesis proposal and they discussed about the purpose of the research. They also discussed the English lesson in this school especially in eleventh grade of agriculture department. She told the researcher about the condition of the agriculture class especially the students. The students were so heterogeneous in term of intelligence and family background.

She then asked the researcher when she would conduct the research. She said that if it was possible, she would conduct the research before the odd semester examination. However, it was impossible because the examination would be conducted three weeks later. They then decided to conduct the research after the examination in January. Then she asked the researcher to meet the headmaster to have the permission for conducting the research. She accompanied the researcher to see the headmaster in his room.

FN 2

Day : Saturday
 Date : 17 November 2012
 Time : 08.00 a.m.
 Place : Headmaster Room SMK N 1 Pandak

The researcher accompanied with Mrs. Duriah met the headmaster of SMKN 1 Pandak in his room. Mrs. Duriah knocked the door and the headmaster let them sit on the chair. The headmaster, Drs. Suyut, M.Pd, asked Mrs. Duriah who the researcher was. She then explained to him that she was a student of English Education Department from UNY who wanted to conduct research for the thesis in this school. He asked the researcher to introduce herself. She introduced herself and she also told the purpose of the research. He asked the title of the research and she

explained it to him. He was very happy to let the researcher conduct the research in the school and hoped that the research could improve students' competencies in English especially in writing.

The headmaster also gave the researcher so many advices in conducting the research and it was very valuable for her. He asked the researcher to bring the thesis proposal and permit letters from the faculty as well as Bappeda if she wanted to conduct the research. Of course it was important and she promised to bring it as soon as possible to the school. Then he let the researcher conduct the research after examination.

FN 3

Day : Saturday

Date : 17 November 2012

Time : 10.30-12.00 a.m.

Place : Classroom of APKJ Department SMK N 1 Pandak

The researcher joined the English classroom taught by Mrs. Siti Duriah in class APKJ Department. She wanted to know the condition of teaching learning process in this class. She observed the condition by sitting down at the back side of the chair. following is the condition of the class during the teaching leaning process.

The class started at 10.30 a.m. in the morning. The teacher entered the class and greeted the students. She asked for their condition by saying "How is life?" The students then answered her greeting together. There are 31 students in this class but one student was absent. The condition in the class was so hot because there was just a fan in the middle of the class. The students seemed to be tired due to they have just finished from having exercise. The class was so noisy.

The teacher then asked the students, "Did you study last night", and most of the students said "No". "What did you do then?" said the teacher. Some of the students answered "Watch television" and some answered "Nonton TV". After that she checked students' attendance by calling them one by one. While she checked the attendance, some of the students were busy with their fiends. The condition was become noisier. Some of them were walking around the class to charge their hand phone battery.

Finishing checking students' attendance, the teacher asked the researcher to introduce herself in front of the class. The researcher walked in front of the class and then introduced herself. She also told about the purpose for coming there to conduct observation for the research. She asked for their cooperation during the research later. They seemed to be happy by her coming. Then the teacher let her to come back to the chair for the observation.

The teacher asked the students to prepare the English book. The condition was still noisy. Some of the students did not pay attention to the teacher. The teacher then

reviewed last meeting lesson about reported speech. She checked her students' understanding by asking them some questions. After that, she gave new material about adjective clause. She explained the material mostly in Bahasa Indonesia and gave note in Indonesian. She also wrote the explanation in Bahasa Indonesia. Students wrote down teacher's explanation from the blackboard in their own book. Teacher moved around to check the students.

Teacher walked back in front of the class and explained the material again. Some students were walking around the class and the teacher did not respond to this. She asked one of the students about the material and the students answered correctly. She then complemented her by saying "How clever you are". The teacher also asked one of the students about the meaning of the word expensive, but that student answered wrong by saying "Menarik bu". The teacher sometimes asked the students to translate her note in the blackboard in Bahasa Indonesia. For example "Ayo terjemahkan ini Uswatun, she whom I love very much is my mother". At the first time Uswatun could not answer it correctly, then the teacher guided word by word and finally she could answer this way, "Dia (perempuan) yang saya sangat cintai adalah ibu saya".

Time was almost up. The teacher then set homework and closed the class by praying hamdallah together.

FN 4

Day : Tuesday

Date : 8 January 2013

Time : 12.15 – 13.00 p.m.

Place : Teacher Room SMK N 1 Pandak

Researcher had made an appointment with the English teacher to discuss the time of the research. They would discuss the schedule of English lesson. When the researcher arrived at school, she then looked for the English teacher at the teachers' room. She then let the researcher sit on the chair and the English teacher showed her the schedule that has been made by the school. The schedule was on Wednesday at 07.00 – 08.30 and on Saturday at 09.15 – 10.00. After that, the teacher asked her to start the lesson the day after.

The researcher then came to the headmaster room to give the thesis proposal and permission letter from Bappeda. However, the headmaster was still on praying. She then gave the letter to the official in the school. The researcher then went home.

FN 5

Day : Wednesday
 Date : 9 January 2013
 Time : 06.45 – 07.10
 Place : Teacher Room SMK N 1 Pandak

The researcher and the collaborator came to the school to administer the first meeting of the research. They had arrived at school at 06.45 because the class began at 07.00 a.m. At school, we met the headmaster in front of the school and he asked them to wait the English teacher in front of the teacher room. They waited the English teacher for about twenty minutes and she arrived at school at 07.10. She greeted them. The researcher introduced the collaborator to the teacher. After that, all of them walked to the APKJ classroom to have a class.

FN 6

Day : Wednesday
 Date : 9 January 2013
 Time : 07.15 – 08.30
 Place : Classroom of APKJ Department

The researcher, collaborator, and English teacher entered the class at 07.15 a.m. It was the first English lesson in the even semester. The teacher greeted the students and they had a short prayer. The teacher then checked students' attendance. There were just 23 of 31 students in the class. Then, two students entered the class. Teacher asked them why they were late and they explained the reason of coming late. However, the teacher asked them to say sorry to their friends in front of the class. They say "I'm sorry my friends I come late because my motorcycle was broken". Then the teacher let them sit on their chair. After that, the teacher reminded the students that after they had odd semester examination, they would be taught by the researcher. The students were very enthusiastic hearing that information.

The teacher then asked the researcher to continue the lesson. The researcher came in front of the class and greeted the students. She said "Good morning students?" and they answered "Good morning". She then asked students condition by saying "How are you getting on?" but the students got confused hearing that. The researcher explained that "How are you getting on?" had the same meaning with "How are you". They finally said "Ooo. I'm fine. Thank you".

To start the lesson, the researcher gave lead-in to the students by asking some questions. One of them was "Do you have an unforgettable experience guys?" One of the students asked the researcher "Artinya apa Bu?" and the researcher replied "Kalian punya pengalaman yang tidak terlupakan tidak?" One of them answered "oh,

Tahun Baru Bu". The researcher said "Oke. Good. What did you do on New Year?" One of the students answered "Bakaran Bu." "In English please", said the teacher. She said "Apa Bu?" Researcher tried to help the by answering "I roasted some corns". She said "oh ya. I roasted some corns." The researcher also asked about their place and date of the birth because it will be needed to write their past experience. However some students asked the researcher to teach them how to pronounce number especially the years so that the researcher had to explain it briefly.

The researcher then continued the lesson. She would give material about past experience. She explained, "Oke then. Now I will give the material about past experience. At the end of the lesson you will be able to write your own past experience." They paid attention seriously but they seemed not to understand the researcher's utterance. She then translated it into Indonesia, "Saya akan memberikan materi tentang pengalaman masa lalu. Nanti kalian diharapkan bisa menulis pengalaman kalian sendiri." They nodded their head to show that they have understood. The researcher then delivered the handouts and asked them to read the text provided. They read the text seriously.

After finishing reading, the teacher asked the students what the text was about. They answered "About past experience". She said "Yes good. Whose experience." They answered "Grant Charteris". The lesson went on with some questions about the text orally. However, the students thought that the text was difficult because they found so many difficult words in the text. Then the researcher tried to help them to find the meaning of those difficult words in the dictionary and discussed it together. The researcher then asked the students to complete the first task and they discussed the answer after the students completed the task. After that, the researcher the language aspect used in the text namely simple past tense. The researcher explained the sentence structure of the simple past including the regular and irregular verb. The activity was continued by completing table of regular and irregular verb. The students do the task seriously and enthusiastic because it has been explained well by the researcher. They did not take much time to complete the task and they discussed the task together.

Unconsciously, the time was up and the researcher set homework for the students. They were happy with the lesson. Before closed the lesson, the researcher concluded the lesson with the students. The researcher then closed the lesson by parting and said good bye.

FN 7

Day : Saturday

Date : 12 January 2013

Time : 09.15 – 10.00 a.m.

Place : Classroom of APKJ Department

At 09.10 a.m. the researcher had been at school. The researcher waited the bell ring in the security office. While the researcher and the security had a little talk, the bell rang. The researcher then walked to the classroom and the teacher had waited in front of the class. They then entered the class together.

The researcher then started the lesson by greeting the students and the students answered her greeting. The researcher asked their conditions by saying “How’s life?” Some of the students answered it. She then asked the homework that is given in the last meeting. However, only few students who did it. The rest of the students did not do it. They had many reasons for this. One of the students said “Lupa Bu”. Some others said “Kemarin ga berangkat Bu jadi ga tahu ada PR”. Some also said “Kertasnya ketinggalan Bu”.

However, the show must go on. The researcher and the students who had done the homework discussed it and she asked the students to answer the homework randomly. Students who had not done the homework also got the turn to answer the homework. After that, the researcher wrote down the score of the students and asked the students who had not done the homework to write the full version of it in a piece of paper to be submitted next meeting.

The lesson continued with the next task. The task was about correcting punctuation and verb forms. Students worked in a group of four and might discuss the exercise with their friends. One of the students asked “Pakai kamus boleh ga Bu?” She then replied “Yes, of course.” They then did the task seriously. The class became noisier. The researcher moved around to see the students’ work and helped them if they found difficulties. Unfortunately the time was over because it just took one our lesson. The task then became the homework and the students were happy. The researcher said “Oke class. The task becomes homework. You have to submit it next meeting on Wednesday. One group just submits one. Oke, tugasnya buat PR dan dikumpulkan besok Rabu ya. Satu grup ngumpulin satu saja.” Students said “Oke Bu.” The researcher then summarized the lesson and closed the class by parting.

FN 8

Day : Wednesday

Date : 16 January 2013

Time : 07.00 – 08.30 a.m.

Place : Classroom of APKJ Department

The researcher arrived at school at 07.00 a.m. after that the bell rang and she came to the APKJ class. At 07.10 the researcher entered the class. There were only few students in the class. “Where are your friends?” asked the researcher. One of the students answered that they are so tired after doing exercise the day before. They had to run around the school for two times. The teacher then entered the class together with the collaborator. They sat on the backside of the class. While waiting the

students to come, the researcher prepared the lesson.

At 07.20 the researcher started the lesson by praying and checking students' attendance. There were 24 Of 31 students in the class. After that the researcher checked students' homework by saying "Where is your homework? Mana PR kalian?" Some students had done the homework but some of them also did not do the homework. They said that they forgot to do it and some of them did the homework but they forgot to bring it. "Lupa Bu", "Aduh Bu, saya itu sudah mengerjakan tapi ga saya bawa", they said. Then the teacher gave 10 minutes to do the homework whereas the students who had done the homework continued the next tasks. Teacher moved around to help the students who got difficulties. Some of the students still had difficulties in constructing sentence. The homework was completed and the students submitted it on the teacher's desk.

The students then did tasks of arranging words and paragraph. The students were happy of doing this though they sometimes found difficulties with the vocabulary. They were enthusiastic since they did it quickly. One of them said, "Wah gampang iki". However, they found difficulties with the vocabulary. "Bu, ini artinya apa?" asked one of the student. The researcher answered "Bawa kamus kan? Open your dictionary please!" Some students needed help and the researcher happily helped them and stimulated them to find the answer by themselves. When the tasks were completed, the researcher and the students discussed the tasks. The researcher asked some of the students to write down their answer in the blackboard. There were still some mistakes in students' work but it was still fair. They kept happy with this.

The task went on with continuing to write a paragraph of someone's paragraph. The clues had been provided and the students were asked to make some sentences based on the clues. Unfortunately, the time was almost up. The researcher then checked students' comprehension. After that, she told the students about what they are going to do in the next meeting. They had to write their own past experience. They looked curious what they wanted to write next meeting. "Nulis tentang apa bu?" asked the students. The researcher answered "Your own past experience. Tapi pertemuan berikutnya. Kalian pikirkan dulu apa yang akan kalian tulis. Petunjuknya ada di worksheet kalian masing-masing." The researcher closed the lesson and parted the students.

FN 9

Day : Wednesday

Date : 23 January 2013

Time : 07.00 – 08.30 a.m.

Place : Classroom of APKJ Department

The researcher and the collaborator arrived at school at 06.50 and they walked to the class together. The teacher had been waiting in the classroom. At 07.00 the

researcher started the lesson. The allocated time was 90 minutes. The students were so fresh but the some students had not come yet. The researcher started the lesson by praying and checking students' attendance. The material for the meeting was writing past experience. The students were asked to write their own past experience. However, before they wrote their experience, they had to submit their homework first. They submitted their work in the teacher's table.

After that, the researcher delivered the materials consisting some guidance and worksheet. The students seemed to be enthusiastic and impatient. The researcher then gave some explanations about what they should write. She explained, "Oke class. For this meeting you have to write your own past experience. I will give you a paper containing some guidance and a worksheet to write. There are some questions in the paper that will guide you in your writing. Do you get my point?" Because most of the students had not understood the researcher's explanation when using English, she then translated it into Indonesia. She translated "Oke sekarang kalian harus menulis pengalaman masa lampau kalian sendiri ya. Saya akan member kertas yang berisi beberapa petunjuk yang akan membantu kalian menulis. Saya juga akan memberikan kertas yang akan kalian gunakan untuk menulis. Paham kan?" The students answered "Yes Miss."

Some students then began to write but there were also some students who still thought what they should write. Some asked the researcher, "Bu ini gimana?", "Nulis apa ya Bu?", "Ini maksudnya apa Bu?" The researcher explained again what they should write and then they seemed to be enthusiastic to write. The class was so noisy and some students discussed their writing with their friends. The researcher moved around the class to see the students' writing and she assisted some students to write. Most of them did not know the meaning of certain words. They asked those meaning to the researcher and she asked them to consult the meaning to the dictionary first but some students did not bring the dictionary so that they asked the meaning to their friends. However, in sum they enjoyed the process of writing. They said, "Wuih, kok cepet yo wektune, Miss." They were happy to write.

Unconsciously, the time was almost over. The researcher asked the students whether they had finished their writing or not. Some had just finished but some other had not finished yet. She then gave five minutes to finish their writing. When the rest of the time was over the researcher asked all of the students to submit their works. They submitted it and the researcher asked them "Are you happy to write?" They answered "Yes". They were very happy and confident to write. When some of them had finished writing, they said "Weh, kok andang rampung. Cepet yo." The researcher then closed the meeting by parting and saying good bye.

FN 10

Day : Wednesday

Date : 30 January 2013

Time : 07.00 – 08.30 a.m.

Place : Classroom of APKJ Department

At 06.50 the researcher had been at school and then came into the class. The class started at 07.00. The allocated time was 90 minutes. The researcher opened the class by greeting and praying. She asked the students about their condition and they answered enthusiastically. She then checked students' attendance. After that the researcher told the students that there would be a new material about Future Plans, "Oke guys, today we're going to have a new lesson namely Future Plans." The students then asked the teacher what the meaning were that, "Apa itu Bu?" the researcher answered "Rencana masa depan." They said enthusiastically "Owh, banyak Bu." They were happy to hear that and then the researcher showed some pictures related to the material. She also asked the students what their plans are especially after graduating from SMK. "What are your plans guys?" asked the researcher. Then she showed the pictures again to stimulate their ideas. She asked again, "What are your plans? Find a job? Get married? Or Continue your study?" Most of the students answered find a job for their future plans.

After that, the researcher asked the students to make a group of four and she gave some vocabularies for each group. They should match the vocabularies with the meaning in the blackboard. Then had to stick it with the appropriate meaning in Indonesia. They were excited to do this. They involved happily with the activities. The researcher then drilled the words with meaning and the students repeated after her.

The activity was continued with giving handouts by the teacher containing a text of Future Plans and some exercises to guide them to write. The researcher then asked them to read the text and she gave some questions related to the text. They seemed to understand it well since they had been given vocabularies before. They could answer researcher's questions easily.

The next activity was identifying some plans in the text. "Please identify Jeremy's Fair from the text and then write down those plans in chart here" asked the teacher. Since the students did not seem to understand the researcher's command, she then translated it into Indonesia. The students then nodded their head as a sign that they understood the command. They might discuss the plan with their table mate and they were also allowed to open dictionary. The class became noisy but she tried to manage the class.

The researcher moved around the class and helped some students who got difficulties. After the students finished identifying the plans, they were asked to write it in the blackboard. The researcher asked some volunteer to write it. Some of them voluntarily wrote it. Then she and the students discussed the answer together. Most of the students answered the answer correctly.

After that the researcher explained about the language use used in the text namely Future Tense. The students enthusiastically listened to her explanation.

“Simple Future itu apa Bu?” asked one of the students. Then she tried to explain that it was a tense that usually used in future plans and they seemed to understand the explanation by nodding their head. She wrote the explanation in the blackboard with the examples. She also asked the students to write note in their book. They did it happily.

She then gave students exercises of Future Tense. They were asked to arrange the words into a good sentence with their partner. They did it quickly and they were proud since they could do it easily. “Gampang ini Bu” said some of the students. Then, they arranged jumbled paragraphs into a good text. They also did it easily. They were happy and excited to do it. The time was over and the researcher checked students understanding. However, before she closed the meeting, she gave them homework. The homework was to continue paragraph. It must be submitted in the next meeting. She then summarized the lesson and closed it by parting.

FN 11

Day : Thursday

Date : 31 January 2013

Time : 01.00 – 01.45 p.m.

Place : Classroom of APKJ Department

The researcher entered the class at 01.00 p.m. it was the last time of the lesson. The allocated time was 45 minutes. The researcher opened the class by greeting and then checked students’ attendance. She asked the students to submit the homework. They were asked to continue the text.

The activity for that day was just dictation. The researcher read a text of Future Plans. She would read it three times. Firstly, the text was read while the students were only listening to it. Then, the researcher read it again and paused after each phrase to allow students to write. On the third reading, teacher read the text at a normal pace, giving the students opportunity to read over the text and made corrections. The dictation started and the teacher asked the students whether they had been ready or not. They said “yes” and then she read the text while the students only listened to it. On the second reading, the students began to write it. Thirdly, she just read it slowly and the students corrected their writing. On the second stage of reading, some of the students opened their dictionary to consult the spelling.

When the teacher had just finished reading the text, unfortunately the time was up. On the next meeting the researcher would show the text so that they could compare their writing with the original one. She asked the students to submit their works. The researcher also told the students that the next meeting they would be asked to write their own Future Plans. She asked them to prepare it. She then closed the meeting and prayed together. She parted the students.

FN 12

Day : Wednesday

Date : 6 February 2013

Time : 07.00 – 08.30 a.m.

Place : Classroom of APKJ Department

The researcher and the collaborator arrived at school at 06.10. They walked to the classroom together and entered the class at 07.00. The researcher then opened the class by greeting and praying. She also checked students' attendance. The allocated time for the meeting was 90 minutes. The students were ready enough to start the lesson. The researcher then delivered students' work that they did the last meeting namely dictation. One by one she called the students and gave them their work. She also gave the original text for the dictation. Their task was to compare their text and the original one. "Oke students your task is comparing your text that you have written last meeting with the original one. Do you understand?" asked the researcher and they answered "Yes Miss" together. The students were the busy with their task and they seemed to discuss with friends.

They corrected their work seriously. The researcher asked students' difficulties of the task. They seemed to be all right that meant they did not find any significant difficulties with the task. Some of them also consulted the dictionary to find the correct spelling and pronunciation.

The activity was continued with writing Future Plans. The students were asked to write their own Future Plans. The researcher then delivered the worksheet and some guidance questions to help the write. "Now you are going to write your own Future Plans and here I give some guidance to help you write" said the researcher. She then explained the guidance and the students started to write. She moved around the class to help them in difficulties. Some of the students asked some vocabularies that they used in their writing. However, she asked them to open their dictionary first and she would help them if that did not find it in the dictionary. "Miss, ini artinya apa?" She then answered "Consult to your dictionary first. I will help you if you don't find it in the dictionary." They said "Oke, Miss." The students were busy with their writing.

The researcher then asked them to submit their writing. She gave 5 minutes left to finish their work. The students submitted their work. After they had submitted their work, she then thanked to them since they have participated in the research. The researcher then closed the class by parting and saying goodbye.

Appendix B

Interview

Guideline and

Transcripts

INTERVIEW GUIDELINE

No.	Time	For Teacher	For Students
1.	Before Implementation	<ol style="list-style-type: none"> 1. Bagaimana pembelajaran Bahasa Inggris yang selama ini Anda ajarkan? 2. Aktivitas apa saja yang sering Anda lakukan dalam pembelajaran Bahasa Inggris? 3. Keterampilan apa yang paling sering Anda ajarkan? 4. Kesulitan apa sajakah yang selama ini Anda alami ketika mengajar? 5. Kesulitan apakah yang Anda temui ketika mengajar menulis? 6. Bagaimana perilaku siswa ketika Anda sedang mengajar? 7. Apakah Anda pernah menggunakan teknik “Guided Writing” ketika mengajar menulis? 8. Dari manakah biasanya Anda mendapatkan sumber ajar? 9. Apa harapan Anda dalam penelitian ini? 	<ol style="list-style-type: none"> 1. Apakah Anda senang belajar Bahasa Inggris? 2. Bagaimana menurut Anda pembelajaran Bahasa Inggris yang diberikan oleh guru? 3. Keterampilan apa yang Anda sukai ketika belajar Bahasa Inggris? 4. Apakah Anda menemukan kesulitan ketika belajar Bahasa Inggris? 5. Kesulitan apa yang Anda temui ketika belajar menulis? 6. Aktivitas apa yang Anda sukai atau inginkan dalam belajar Bahasa Inggris? 7. Apakah senang belajar sendiri atau kelompok?
8.	Whilst Implementation (after each meeting)	<ol style="list-style-type: none"> 1. Bagaimana pendapat Anda tentang pembelajaran tadi? 2. Bagaimana dengan materinya? Apakah sudah baik? 3. Bagaimana dengan teknik yang 	<ol style="list-style-type: none"> 1. Bagaimana pembelajaran kali ini? Kalian suka tidak? 2. Apa yang sudah Anda pelajari tadi? 3. Apakah ada kesulitan? 4. Bagaimana dengan materinya? Sulit

		<p>peneliti gunakan?</p> <ol style="list-style-type: none"> 4. Apakah perlu perbaikan dalam cara mengajar peneliti? 5. Aspek apa yang perlu ditingkatkan dari pertemuan kali ini? 6. Apakah ada perubahan dari sikap siswa ketika belajar? 7. Apakah yang Anda harapkan dalam pertemuan selanjutnya? 	<p>atau tidak?</p> <ol style="list-style-type: none"> 5. Bagaimana dengan teknik penyampaian? Apakah sudah baik? 6. Apa yang Anda harapkan untuk pelajaran selanjutnya?
9.	After Implementation	<ol style="list-style-type: none"> 1. Bagaimana menurut Anda proses pembelajaran selama ini? 2. Apakah ada peningkatan dalam kemampuan menulis siswa maupun perilakunya? 3. Bagaimana proses penelitian yang selama ini Anda perhatikan? Apakah sudah baik? 4. Bagaimana tentang penerapan “Guided Writing” yang peneliti gunakan? Apakah sudah tepat? 5. Apakah yang Anda harapkan dari penelitian ini sudah tercapai? 	<ol style="list-style-type: none"> 1. Bagaimana menurut Anda proses pembelajaran kali ini? Senang atau tidak? 2. Apakah masih ada kesulitan? 3. Materi apa yang paling Anda sukai? 4. Apakah menurut Anda kemampuan menulis Anda meningkat? 5. Apakah ada perubahan dalam perilaku Anda dalam belajar Bahasa Inggris?

INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPT 1

Day : Saturday
 Date : 17 November 2012
 Time : 10.00 a.m
 Place : Teacher Room SMK N 1 Pandak
 Respondent : English Teacher

- R : Selamat siang Bu, boleh minta waktunya sebentar buat wawancara?
 ET : Oh iya mbak boleh, wawancara tentang apa ya?
 R : Jadi begini bu, saya mau wawancara buat mencari data proses pembelajaran sebelum melaksanakan penelitian saya.
 ET : Silahkan mbak.
 R : Yang pertama, bagaimana pembelajaran bahasa inggris di kelas selama ini bu?
 ET : Maksudnya?
 R : Ya suasananya, muridnya gimana kayak gitu loh bu?
 ET : Oh gitu, ya itu tergantung kondisi siswanya mbak, kalau mereka habis olahraga atau praktek atau kegiatan yang melibatkan kegiatan fisik ya pasti ga kondusif. Mereka juga cenderung santai menerima pelajaran. Tapi kalau jam pertama ya suasananya agak kondusif karena mereka masih segar dan semangat. Selama ga ada kegiatan fisik ya pasti kondusif mbak.
 R : Oh jadi itu tergantung kondisi mereka ya bu?
 ET : Iya mbak. Terus ada yang mau diajak maju, ada yang sedang-sedang saja tapi ada juga yang ga mau sama sekali. Ya macem-macam mbak kondisi mereka. Kalau yang kelas APKJ itu macem-macam juga mereka.
 R : Heterogen gitu ya bu? Ada yang pintar banget, sedang atau low gitu ga bu?
 ET : Ya heterogen. Tapi sebenarnya mereka punya kemampuan yang sama mbak.
 R : Terus aktifitas apa bu yang sering ibu lakukan?
 ET : Di kelas gitu ya mbak?
 R : Iya bu.
 ET : Kebanyakan sih ngambil dari buku ya mbak. Saya beri juga direct indirect speech, relative clause gitu mbak.
 R : Lebih ke grammar gitu ya bu?
 ET : Iya, SMK kan kebanyakan itu mbak. Tapi saya juga kasih materi berbicara juga mbak.
 R : Antusiasme atau perilaku siswanya gimana bu? Apakah kalau dikasih materi mereka langsung dong atau gimana bu?
 ET : Ya ada yang langsung masuk tapi ada juga yang susah. Apalagi kalau tidak ada persiapan gitu jadi bingung saya buat kasih materinya.
 R : Jadi ibu lebih fokus ke grammar ya bu ya?

- ET : Ya, tapi kadang speaking juga, role play gitu mbak.
- R : Oh ya bu. kalau kesulitan ngajar di SMK itu apa bu?
- ET : Ya tergantung anak-anaknya gitu sih mbak. Kebanyakan mereka susah untuk diajak maju mbak.
- R : Trus solusinya apa bu?
- ET : Ya menyampaikan terserah mbak. (sambil tersenyum)
- R : Hehe, terserah ya bu. Tapi kan kadang-kadang ga sreg gitu bu di hati.
- ET : Ya mau gimana lagi. Yang penting kita sudah berusaha mbak. Mau diajak maju juga ga bisa mbak. Ya sudah lah.
- R : Kalau kesulitan ngajar writing itu apa bu? Kan penelitian saya tentang writing ini bu.
- ET : Ya biasanya sih vocabnya mbak, sama itu juga spellingnya.
- R : Bagaimana dengan ide bu? Apakah mereka mudah untuk mencari ide untuk menulis?
- ET : Susah juga itu mbak. Mereka juga sering melakukan kesulitan dalam grammar mbak, organisasi teks mereka juga jelek.
- R : Kalau punctuation sama coherence itu gimana bu?
- ET : Mereka juga kesulitan dalam hal itu.
- R : Pernah pakai games gitu bu biar buat siswa semangat? Atau maju kedepan atau diskusi
- ET : Oh ya, kalau games saya sering pakai chain words. Nanti saling menunjuk antar siswa gitu mbak. Menyusun kata, siapa nunjuk siapa.
- R : Oke bu. Apakah bu pernah memakai teknik Guided Writing saat mengajar?
- ET : Belum pernah mbak, ya biar yang muda-muda itu mbak.
- R : Oh ya bu (sambil tersenyum). Kalau materi dari mana bu?
- ET : Sudah disediakan sekolah mbak. Ini kebetulan pakai buku Erlangga yang Go Ahead.
- R : Pernah pakai BSE ga bu?
- ET : Apa itu BSE?
- R : Itu loh bu Buku Sekolah Elektronik.
- ET : Oh belum mbak.
- R : Oh. Terus harapan ibu apa dalam penelitian saya kali ini?
- ET : Ya semoga dapat meningkatkan kemampuan siswa. Terutama menulis mbak.
- R : Oh iya bu. Semoga berhasil ya bu. Terima kasih atas waktunya.
- ET : Iya mbak sama-sama.

INTERVIEW TRANSCRIPT 2

- Day : Saturday
- Date : 17 November 2012
- Time : 12.00 a.m
- Place : APKJ Class
- Respondent : Students

- R : Dek, boleh minta waktunya sebentar buat wawancara ya?
- Ss : (malu-malu), dia bu dia saja (sambil nunjuk nunjuk teman lainnya)
- R : Kok ga ada yang mau sih?
- Ss : Wawancara itu apa bu? Buat apa?
- R : Jadi gini, saya perlu buat wawancara kalian, cuma tanya-tanya sebentar buat data laporan skripsi saya, ayo kumpul sini duduk dulu.
- Ss : ya bu
- R : (mendekati murid yang sedang bergerombol kemudian duduk bersama-sama mereka) Namanya siapa saja nih?
- Ss : Chandra, Suci, Rini, Ika, Mira
- R : Yang pertama ya, kalian suka ga belajar bahasa inggris?
- Ss : Suka
- R : Kenapa kok suka?
- Ss : pengen bisa bicara pakai bahasa inggris, tapi kok caranya itu susah ya
- R : trus biar bisa itu caranya ngapain?
- Ss : kalau nulis nulis gitu biasa cari kata-kata di dalam kamus
- R : kalau yang lainnya, suka ga bahasa inggris?
- Ss : suka aja
- R : trus kalau sama gurunya, enak ga ngajarnya?
- Ss : enak (serempak)
- R : biasanya gurunya neranginnya pakai bahasa apa? Pake bahasa inggris, Indonesia atau jawa?
- Ss : pakai bahasa inggris trus nanti diartikan pakai bahasa Indonesia?
- R : kalian lebih suka pakai bahasa inggris tok atau pakai bahasa Indonesia?
- Ss : dua-duanya, soalnya kalau pakai bahasa inggris tok kadang-kadang tidak tau artinya
- R : oh gitu, oke-oke. Nah paling suka aktifitas apa dalam bahasa inggris? Menulis? Membaca? Bericara? Atau mendengarkan? Apa hayo? Reading? Writing? Speaking atau listening?
- Ss : reading
- Ss : speaking, writing,
- R : trus aktifitas apa yang selalu diberikan oleh gurunya?
- Ss : kadang speaking kadang writing,
- R : kesulitan dalam bahasa inggris itu apa sih?
- Ss : kosakata, kadang ga tahu artinya, sama itu loh bu cara menulisnya, kadang kebalik balik

- R : oh spellingnya ya? Jadi sulitnya itu vocab sama spelling?
 Ss : iya
 R : Kesulitannya apa kalau writing?
 Ss : Ya itu tadi bu, vocab sama spelling.
 R : dapat idenya susah ga kalau mau nulis?
 Ss : iya bu susah.
 R : Gitu ya. Kalian suka game ga?
 Ss : iya, nonton film, atau itu permainan chain words atau apa itu loh bu
 R : oh ya ya, trus kalau ngerjain tugas itu seringnya sendiri atau berkelompok?
 Ss : berdua, sama teman sebangku seringnya, tapi juga kadang sendiri
 R : lebih suka yang mana?
 Ss : kelompok
 R : oke terima kasih banyak ya, besok dibantu lagi ya?
 Ss : oke, sama-sama.

INTERVIEW TRANSCRIPT 3

- Day : Wednesday
 Date : 9 January 2013
 Time : 08.40 a.m
 Place : SMK N 1 Pandak
 Respondent : Collaborator

- R : Bagaimana menurut kamu tentang materi yang telah saya berikan tadi?
 C : Materinya ya cukup menarik. Beberapa siswa itu interested walaupun sebagian ada yang ngobrol tetapi setelah ditegur mereka kembali ke aktivitas yang diberikan. Teksnya juga bagus, writingnya step by step tentang grammar dan tenses sehingga bagus buat siswa nanti nulisnya.
 R : Jadi teknik mengajarnya gimana nih?
 C : Wah, sudah bagus juga. Itu kan guided writing dan sepertinya gurunya itu belum pernah memberikan yang seperti itu. Tekniknya itu membuat siswa punya sedikit gambaran tentang teksnya jadi ada gambaran nantinya murid-murid itu mau menulis seperti apa.
 R : Terus apa yang perlu ditingkatkan dalam pertemuan selanjutnya?
 C : Yang perlu ditingkatkan itu ya cara memotivasi siswa.
 R : Oh ya. Thank you.
 C : Ya. Sama-sama.

INTERVIEW TRANSCRIPT 4

Day : Saturday
 Date : 12 January 2013
 Time : 10.10 a.m
 Place : Transit Room
 Respondent : English Teacher

- R : Boleh minta waktunya sebentar Bu buat tanya-tanya tentang proses belajar mengajar yang telah saya sampaikan?
- ET : Bisa mbak, mari kesini mbak
- R : Ya bu, ini transit room ya Bu
- ET : Iya mbak, gimana-gimana?
- R : Jadi bagaimana Bu pembelajarannya?
- ET : Sudah bagus. Cuma medianya saja yang kurang. Kan baru worksheet-nya to.
- R : Oh iya bu, pakai gambar gitu ya Bu.
- ET : Nah itu yang kurang komplet. Sama tadi berputarnya kurang komplet juga. Yang pojok utara tadi belum to. Kurang menyeluruh.
- R : Gitu ya Bu, Oke.
- ET : Sama itu time managemet-nya mbak. Kalau sudah mau selesai ya segera di akhiri saja.
- R : Ya, jadi waktunya kurang di manage gitu ya Bu. Kalau materinya gimana bu?
- ET : Sudah bagus. Tapi jangan diulang-ulang terus mbak. Kalau kemarin sudah past tense ya yang sekarang ganti dengan yang lainnya.
- R : Bagaimana dengan muridnya Bu?
- ET : Saya lihat mereka cukup aktif dan pede mbak. Saya juga tertarik dengan cara Anda menyuruh siswa menjawab secara acak tadi mbak.
- R : Ya ya bu. Saya malah penasaran sama siswa yang duduk di barisan selatan tadi Bu, yang delapan tadi loh bu. Itu mereka memang seperti itu ya Bu. Mereka itu hanya mengerjakan kalau didekati gurunya ya Bu.
- ET : Oh iya itu mbak. Mereka memang seperti itu. Cuek mbak. Tapi ya pinter-pinternya kita mendidik mereka. Mereka memang butuh perhatian ekstra.
- R : Iya Bu. Besok akan saya coba. Jadi yang perlu ditingkatkan tadi medianya ya Bu.
- ET : Iya. Sama tadi berputarnya yang adil dan manage waktu dengan baik.

INTERVIEW TRANSCRIPT 5

Day : Saturday
 Date : 12 January 2013
 Time : 10.15 a.m
 Place : APKJ Class
 Respondent : Students

R : Hello. Boleh ngobrol-ngobrol sebentar?
 Ss : Ya Bu boleh.
 R : Senang ga tadi belajarnya?
 Ss : Senang Bu.
 R : Oke. Gimana tadi materinya?
 Ss : Sulit.
 R : Kenapa? Mana yang sulit?
 Ss : Karena belum bisa Bahasa Inggris. Kosakatanya Bu. Banyak yang ga tahu artinya Bu.
 R : Berarti kalian masih kurang paham ya sama vocabnya? Tapi kalian suka Bahasa Inggris kan?
 Ss : Iya bu. Tapi kosakatanya banyak yang ga ngerti Bu.
 R : Bagaimana dengan tekniknya?
 Ss : Bagus, jelas, mudah dipahami. Cuma mengartikannya Bu yang sulit.
 R : Terus yang perlu ditingkatkan untuk pelajaran selanjutnya?
 Ss : Cara mengartikannya saja bu.
 R : Oke. Thank you.
 Ss : Ya.

INTERVIEW TRANSCRIPT 6

Day : Wednesday
 Date : 16 January 2013
 Time : 08.30 a.m
 Place : APKJ Class
 Respondent : Students

R : Hello. Dek saya mau tanya-tanya sebentar boleh ya?
 Ss : Iya boleh Bu.
 R : Gimana tadi belajarnya? Apa yang sudah kalian pelajari?
 Ss : Seneng. Asik. Ya gitu deh. Merangkai kata sama paragraph Bu.
 R : Kalau tekniknya jelas ga?

Ss : Jelas Bu.
 R : Terus apa yang perlu diperbaiki?
 Ss : Kalau nyuruh pakai Bahasa Indonesia aja Bu.
 R : Oh gitu ya. Kan tadi saya pakai dua bahasa, Inggris sama Indonesia.
 Ss : Oh iya.
 R : Ya sudah. Thank you ya.
 Ss : Oke.

INTERVIEW TRANSCRIPT 7

Day : Wednesday
 Date : 16 January 2013
 Time : 08.30 a.m
 Place : APKJ Class
 Respondent : Students

R : Boleh ikut ngobrol-ngobrol?
 Ss : hehehehe,
 R : Tadi belajarnya senang ga?
 Ss : Ya senang Bu.
 R : Gimana tadi materinya? Jelas ga?
 Ss : Ya lumayan sedikit sedikit.
 R : Kalau teknik penyampaian meterinya gimana?
 Ss : Jelas Bu.
 R : Ya terus apa yang perlu ditingkatkan?
 Ss : Yang tegas gitu aja bu?
 R : Memang yang sudah kalian pelajari apa saja?
 Ss : Pengalaman Bu.
 R : Ya bagus. Thank you ya
 Ss : Sama – sama.

INTERVIEW TRANSCRIPT 8

Day : Wednesday
 Date : 16 January 2013
 Time : 09.00 a.m
 Place : SMK N 1 Pandak
 Respondent : Collaborator

- R : Bagaimana tentang pembelajaran tadi?
- C : Kurang kondusif karena banyak siswa yang mengerjakan PR jadi waktunya tersita buat mengerjakan PR. Jadi materi selanjutnya malah tidak tersampaikan karena waktunya habis buat mengerjakan PR. Mereka cenderung menyepelekan tugas ya.
- R : Jadi gimana sarannya?
- C : Ya besok di manage aja waktunya.
- R : Oh ya. Terus yang perlu ditingkatkan apa ya?
- C : Tetap memotivasi siswa dan memanage waktu dengan baik.
- R : Oh thank you.
- C : Ya.

INTERVIEW TRANSCRIPT 9

- Day : Wednesday
- Date : 23 January 2013
- Time : 08.30 a.m
- Place : APKJ Class
- Respondent : Students

- R : Gimana tadi nulisnya? Senang ga?
- Ss : Senang.
- R : Bisa kan?
- Ss : Ya lumayan.
- R : Terus apa kesulitannya?
- Ss : Itu takut salah.
- R : Takut salah gimana maksudnya?
- Ss : Ya takut salah cara nulisnya gitu loh Bu.
- R : Kalau cara menggunakan past tense nya gimana? Kesulitan ga?
- Ss : Tidak Bu.
- R : Gimana dengan dapat idenya? Susah ga?
- Ss : Ga juga sih.
- R : Terus apa lagi kesulitannya?
- Ss : Membuat kata-katanya susah Bu.
- R : Oh gitu. Terus apa yang perlu ditingkatkan buat pertemuan berikutnya?
- Ss : Ya besok lebih dijelaskan lagi aja Bu.
- R : Oke. Thank you ya.
- Ss : Ya.

INTERVIEW TRANSCRIPT 10

Day : Wednesday
 Date : 23 January 2013
 Time : 08.30 a.m
 Place : APKJ Class
 Respondent : Students

R : Gimana tadi nulisnya? Senang ga?
 Ss : Senang Bu.
 R : Bisa ga tadi?
 Ss : Bisa.
 R : Dapat idenya susah ga tadi?
 Ss : Ga Bu. Kan tadi sudah dibantu bu. Itu loh yang pertanyaan – pertanyaan tadi.
 R : Kesulitan apa yang kalian temukan?
 Ss : Bahasa Inggrisnya Bu.
 R : Oh vocabnya gitu?
 Ss : Iya. Sama cara membuat kata-katanya Bu.
 R : Kan kalau nulis past experience itu harus pakai past tense. Itu kesulitan ga?
 Ss : Ga Bu. Kemarin kan sudah belajar itu.
 R : Apa yang perlu ditingkatkan?
 Ss : Lebih jelas Bu besok.
 R : Sip. Thank you.
 Ss : Oke.

INTERVIEW TRANSCRIPT 11

Day : Wednesday
 Date : 23 January 2013
 Time : 08.40 a.m
 Place : Transit Room
 Respondent : English Teacher

R : Menurut Ibu gimana tadi murid-murid nulisnya? Sudah meningkat belum?
 ET : Antusiasnya menulis sudah. Mereka sudah mulai antusias dan cukup confident ya nulisnya.
 R : Kelemahannya apa Bu? Kalau menurut saya mereka involve-nya kurang Bu.
 ET : Mereka memang seperti itu. Tapi secara keseluruhan sudah bagus dan mereka terlihat antusias. Sudah lumayan kok mbak.

- R : Yang perlu ditingkatkan apa Bu?
- ET : Itu loh mbak selalu cek muridnya bawa kamus atau tidak. Jangan selalu menjawab jika mereka menanyakan arti suatu kata. Sama medianya mbak ya.
- R : Oh iya Bu. Bagaimana dengan tekniknya?
- ET : Lumayan mbak. Tadi juga ada murid yang biasanya ga mau nulis sudah mau nulis mbak. Itu sudah kemajuan mbak.
- R : Thank you ya Bu.
- ET : Ya.

INTERVIEW TRANSCRIPT 12

- Day : Wednesday
- Date : 23 January 2013
- Time : 09.00 a.m
- Place : SMK N 1 Pandak
- Respondent : Collaborator

- R : Tadi menurut kamu gimana menulisnya?
- C : Bagus. Tadi kamu kan menerangkan dulu tentang bagaimana tugasnya tapi ada beberapa murid yang terlihat tidak dong sehingga banyak yang bertanya bagaimana. Jadi masih simpang siur gitu.
- R : Antusias muridnya gimana?
- C : Sudah bagus itu. Murid-muridnya terlihat senang saat menulis terutama murid yang di depan saya itu tadi. Waktunya berlalu begitu cepat, menunjukkan bahwa pembelajarannya itu sangat enjoy.
- R : Apa yang perlu ditingkatkan?
- C : Ya sudah seperti itu saja.
- R : Oh ya. Terima kasih.
- C : Ya.

INTERVIEW TRANSCRIPT 13

- Day : Wednesday
- Date : 30 January 2013
- Time : 08.30 a.m
- Place : APKJ Class
- Respondent : Students

- R : Gimana tadi dek belajarnya? Seneng ga?
- Ss : Iya seneng. Pas nempel nempel tadi loh Bu.

- R : Terus tadi belajar apa?
 Ss : Future Plan Bu.
 R : Apa lagi?
 Ss : Future tense juga, menyusun kalimat, sama paragraph juga tadi Bu.
 R : Bisa kan tadi?
 Ss : Ya lumayan lah.
 R : Materinya gimana?
 Ss : Mudah dipahami Bu soalnya tadi kan sudah belajar kata-kata pas nempel nempel tadi.
 R : Oh ya. Harapan buat pertemuan berikutnya apa dek?
 Ss : Lebih jelas aja Bu.
 R : Oke, thanks.
 Ss : Ya Bu.

INTERVIEW TRANSCRIPT 14

- Day : Wednesday
 Date : 30 January 2013
 Time : 08.40 a.m
 Place : Transit Room
 Respondent : English Teacher

- R : Gimana tadi pembelajarannya Bu?
 ET : Bagus mbak bagus. Anak-anak antusias, semangat. Bagus mbak.
 R : Terus materinya?
 ET : Anak-anak mudah memahaminya mbak apalagi tadi dikasih media jadinya mereka bisa langsung melihat kosakata dan artinya di depan kelas. Jadi bagus itu tadi medianya, malah memberi inspirasi buat saya.
 R : Tekniknya bu?
 ET : Sama kan seperti yang kemarin? Udah mbak, lanjutkan saja yang seperti itu.
 R : Apa yang Ibu harapkan buat pertemuan selanjutnya?
 ET : Sudah seperti itu saja mbak yang penting anak-anak semangat dan antusias gitu aja.
 R : Oh ya bu. Thanks.
 ET : Sama-sama.

INTERVIEW TRANSCRIPT 15

- Day : Wednesday
 Date : 30 January 2013

Time : 09.00 a.m
 Place : SMK N 1 Pandak
 Respondent : Collaborator

R : Gimana tadi menurutmu pembelajarannya?
 C : Bagus tadi. Apalagi pas nempel – nempel vocab tadi. Murid-murid jadi aktif gitu.
 R : Menurut kamu ada kemajuan ga?
 C : Iya. Murid murid jadi tambah aktif, tambah antusias.
 R : Bagaimana dengan materinya?
 C : Mudah dipahami kok. Sudah bagus.
 R : Apa harapan atau saran kamu buat pertemuan selanjutnya?
 C : Ditambah lagi medianya biar murid murid tetap antusias.
 R : Oke. Thanks ya.
 C : Ya sama-sama.

INTERVIEW TRANSCRIPT 16

Day : Wednesday
 Date : 6 February 2013
 Time : 08.30 a.m
 Place : Transit Room
 Respondent : English Teacher

R : Bagaimana dengan pembelajaran kali ini?
 ET : Ini pertemuan terakhir ya?
 R : Iya bu.
 ET : Ya sudah bagus mbak. Kemampuan mereka juga sudah meningkat. Siswa yang tadinya tidak mau menulis sudah mau diajak menulis.
 R : Jadi sudah improve ya bu?
 ET : Ya bisa dibilang begitu. Sudah agak lumayan mbak. Terutama yang barisan sebelah selatan tadi.
 R : Aspek apa saja Bu yang sudah meningkat? Content, organization, vocabulary, language use, atau mechanic nya?
 ET : Sudah meningkat semua mbak, lumayan lah.
 R : Bagaimana dengan penerapan teknik Guided Writing yang saya gunakan? Apakah efektif?
 ET : Efektif mbak apalagi yang materi terakhir kemarin. Lebih jelas mbak dan mudah.

- R : prosesnya gimana Bu?
 ET : Baik mbak.
 R : Oke Bu. Thanks for the time you give to me.
 ET : Sama-sama mbak.

INTERVIEW TRANSCRIPT 17

Day : Wednesday
 Date : 6 February 2013
 Time : 09.00 a.m.
 Place : SMK N 1 Pandak
 Respondent : Collaborator

- R : Bagaimana menurut kamu proses pembelajaran yang sudah terlaksana?
 C : Baik. Kemampuan menulis siswa meningkat dan mereka bisa mengikuti pelajaran dengan antusias. Mereka bisa mengerjakan latihan ataupun aktifitas yang kamu berikan dengan mudah.
 R : Apakah ada peningkatan dalam kemampuan menulisnya? Bagaimana dengan perilaku siswa selama dan setelah penelitian?
 C : Ya ada dong. Tadi kamu kan sudah tanya juga sama muridnya. Mengenai perilaku juga pasti ada. Awalnya ada beberapa siswa yang tidak mendengarkan penjelasan kamu tapi lama-lama selama proses penelitian mereka mau mendengarkan karena kegiatan yang Anda berikan menarik bagi mereka. Ada juga yang tidak mau menulis awalnya tapi mereka akhirnya mau menulis.
 R : Dari lima aspek ini seperti content, organization, vocabulary, language use sama mechanics, mana saja yang sudah meningkat?
 C : Semuanya sudah bagus dan siswa sudah meningkat kemampuan menulisnya.
 R : Bagaimana dengan proses penelitiannya?
 C : Bagus juga. Kamu sudah berusaha dengan baik, membuat materi yang menarik bagi siswa, yang membuat mereka merasa percaya diri ketika menulis.
 R : Guided Writingnya gimana? Efektif kah?
 C : Iya. Sudah bagus.
 R : Oke. Thanks.
 C : Ya.

INTERVIEW TRANSCRIPT 18

Day : Wednesday
 Date : February 7th 2013
 Time : 01.00 p.m.
 Place : APKJ Class
 Respondent : Students

R : Gimana menurutmu pembelajaran selama ini? Seneng ga?
 Ss : Senang
 R : Senengnya gimana?
 Ss : Karena mudah dipahami, ga membosankan.
 R : Memangnya kamu sudah belajar apa saja?
 Ss : My past experience, my future plans, regular and irregular verb.
 R : Terus pelajaran yang paling kamu sukai apa?
 Ss : Future plans Bu,
 R : Kenapa?
 Ss : Karena dapat merancang rencana untuk masa depan yang akan kita jalani.
 R : Kamu suka ga dengan aktifitas yang telah saya berikan? Kenapa?
 Ss : Suka karena menyenangkan Bu.
 R : Kemampuan kalian dalam menulis meningkat ga?
 Ss : Iya.
 R : Vocabnya tambah ga?
 Ss : Iya Bu. Cara menulisnya juga.
 R : Kalau cari idenya sekarang masih susah ga?
 Ss : Udah ga sih.
 R : Kalau menyusun kalimatnya?
 Ss : Meningkatkan Bu. Kemarin kan sudah dijelaskan.
 R : Oh iya. Terus grammarnya? Yang past tense sama future tense kemarin loh.
 Ss : Wah sudah jelas itu Bu.
 R : Oke thank you.
 Ss : Ya.

Appendix C

Observation

Checklists

OBSERVATION CHECKLIST

Day : Saturday

Date : 17 November 2012

Time : 10.30 – 12.00 a.m.

Observation

Put a thick (√) in the column based on your observation.

Criteria	Yes	No	Comments
A. Pre-teaching			
1. The teacher greets and asks students' condition.	√		
2. The students respond to the teacher's greeting and tell about their condition.	√		
3. The teacher reviews the previous materials.	√		
4. The teacher introduces the new topic to the students.	√		
5. The teacher tells the objective of the teaching and learning process.		√	
B. Whilst-teaching			
6. The teacher distributes handout/ worksheet.		√	They used course book for the lesson.
7. The teacher asks students to read a text.		√	Teacher just gave material bout grammar without text.
8. The students read the text.		√	
9. The students identify the language aspect used in the text.		√	
10. The materials are explained in an understandable way.	√		
11. The teacher checks students' understanding.	√		
12. The teacher asks questions to the students.	√		
13. The teacher gives chances to the students for asking questions.	√		
14. The students ask questions.	√		
15. The students answer the teacher's questions.	√		
16. Teacher directions are clear and concise and students are able to carry them out.		√	Sometimes students got confused of the directions.
17. The teacher asks students to do the exercises.	√		
18. The lesson is smooth, sequenced, and logical.		√	
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.		√	
20. The teacher evaluates the teaching and learning process.	√		

C. Post-teaching			
21. The teacher concludes and summarizes the lesson with the students.	√		
22. The teacher previews on the upcoming materials.		√	
23. The teacher closes the teaching and learning process.	√		
D. Methods			
24. There are balance and variety activities during the lesson.		√	Students just did exercise and translating.
25. The teacher moves around the class and makes eye contact with students	√		
26. The teacher positively reinforces the students.		√	Teacher let the students get busy with their fiends.
27. The teacher decrease students' tension and increase their confidence in the teaching and learning process.		√	
28. Examples and illustrations are used effectively.	√		
29. The teacher uses teaching media.		√	Teacher used blackboard.
30. Drills are used and presented effectively.		√	
31. The teacher corrects students' errors and mistakes.	√		
32. The teacher uses the allocated time well.	√		
33. The teacher uses English all the time.		√	Some students got confused easily if the teacher used English all the time.
E. Teacher- students' interaction			
34. Teacher encourages and assures full student participation in the classroom.		√	Teacher let the students get busy with their fiends.
35. The students feel free to ask questions, to disagree, and to express their own ideas.	√		
36. The teacher is able to control and direct the class.		√	Students sometimes walked around the class but the teacher just continued explaining the material.
37. The students are attentive and involved.		√	Some students got busy with their friends.
38. The students are comfortable and relaxed.	√		
39. The students are encouraged to do their best.		√	
40. The teacher is aware of individual and group needs.		√	
F. Improvement of Students' Writing Skills			

41. Some students write confidently.		√	
42. Students write with less mistakes and errors.	√		

Adapted from: Brown (2001: pp. 432-434)

OBSERVATION CHECKLIST

Day : Wednesday

Date : 9 January 2013

Time : 07.15 – 08.30 a.m.

First meeting

Put a thick (√) in the column based on your observation.

Criteria	Yes	No	Comments
A. Pre-teaching			
1. The teacher greets and asks students' condition.	√		
2. The students respond to the teacher's greeting and tell about their condition.	√		
3. The teacher reviews the previous materials.		√	It was the first meeting.
4. The teacher introduces the new topic to the students.	√		Past experience
5. The teacher tells the objective of the teaching and learning process.	√		
B. Whilst-teaching			
6. The teacher distributes handout/ worksheet.	√		
7. The teacher asks students to read a text.	√		
8. The students read the text.	√		Students found some difficult words.
9. The students identify the language aspect used in the text.	√		
10. The materials are explained in an understandable way.	√		
11. The teacher checks students' understanding.	√		
12. The teacher asks questions to the students.	√		
13. The teacher gives chances to the students for asking questions.	√		
14. The students ask questions.	√		Students asked some difficult words.
15. The students answer the teacher's questions.	√		
16. Teacher directions are clear and concise and students are able to carry them out.	√		
17. The teacher asks students to do the exercises.	√		Fill in the table, etc.

18. The lesson is smooth, sequenced, and logical.	√		
19. The teacher shows an interest in, and enthusiasm for, the subject being taught.	√		
20. The teacher evaluates the teaching and learning process.	√		
C. Post-teaching			
21. The teacher concludes and summarizes the lesson with the students.	√		
22. The teacher previews on the upcoming materials.	√		
23. The teacher closes the teaching and learning process.	√		
D. Methods			
24. There are balance and variety activities during the lesson.	√		
25. The teacher moves around the class and makes eye contact with students	√		
26. The teacher positively reinforces the students.	√		
27. The teacher decrease students' tension and increase their confidence in the teaching and learning process.	√		
28. Examples and illustrations are used effectively.	√		
29. The teacher uses teaching media.		√	
30. Drills are used and presented effectively.	√		
31. The teacher corrects students' errors and mistakes.	√		
32. The teacher uses the allocated time well.	√		
33. The teacher uses English all the time.		√	Some students didn't understand some English words.
E. Teacher- students' interaction			
34. Teacher encourages and assures full student participation in the classroom.	√		
35. The students feel free to ask questions, to disagree, and to express their own ideas.	√		
36. The teacher is able to control and direct the class.	√		
37. The students are attentive and involved.	√		
38. The students are comfortable and relaxed.	√		
39. The students are encouraged to do their best.	√		
40. The teacher is aware of individual and group needs.		√	
F. Improvement of Students' Writing Skills			
41. Some students write confidently.	√		
42. Students write with less mistakes and errors.		√	

Adapted from: Brown (2001: pp. 432-434)

OBSERVATION SHEET FOR TEACHER'S ACTIVITIES

Day : Saturday

Date : 12 January 2013

Time : 09.15 – 10.00 a.m.

Second Meeting

Put a thick (√) in the column based on your observation.

No.	Aspects being observed	Yes	No	Comment
1.	Teacher prepares the lesson.	√		
2.	Teacher prepares the materials.	√		
3.	Teacher gives a lead-in.	√		
4.	Teacher motivates students to get involved in writing activities.	√		
5.	Teacher tells the purpose of the lesson.	√		
6.	Teacher gives clear explanation of the materials.	√		
7.	Teacher, fluently, orderly, and creatively explains the materials.	√		
8.	Teacher gives students chances to actively involved in the teaching learning materials.	√		
9.	Teacher gives reinforcement.	√		
10.	Teacher interacts well with the students.	√		
11.	Teacher uses learning media effectively.		√	
12.	Teacher gives clear examples.	√		
13.	Teacher uses time allocation effectively.	√		
14.	Teacher gives feedback.	√		
15.	Teacher gives evaluation.	√		

OBSERVATION SHEET FOR STUDENTS' ACTIVITIES

Day : Saturday

Date : 12 January 2013

Time : 09.15 – 10.00 a.m.

Second Meeting

Put a tick (✓) in the column based on your observation.

No.	Aspects being observed	Yes	No	Comment
1.	Students get ready for study.	✓		
2.	Students listen to teacher's explanation.	✓		
3.	Students bring their own dictionary.	✓		
4.	Students use English when asking the teacher.	✓		
5.	Students are the center of the study.	✓		
6.	Students share their own feelings, ideas, thoughts, etc.	✓		
7.	Students are enthusiastic listening to teacher's explanation.	✓		
8.	Students interact well to their peers to discuss the materials.	✓		
9.	Students have equal opportunity to practice their English.	✓		
10.	Students are not reluctant to write.	✓		
11.	Students actively ask the teacher to enrich vocabulary and correct spelling.		✓	
12.	Students actively involve in group or pair work activities.	✓		
13.	Students actively practice English because they want to learn it.	✓		

OBSERVATION SHEET FOR TEACHER'S ACTIVITIES

Day : Wednesday

Date : 16 January 2013

Time : 07.00 – 08.30 a.m.

Third Meeting

Put a thick (√) in the column based on your observation.

No.	Aspects being observed	Yes	No	Comment
1.	Teacher prepares the lesson.	√		
2.	Teacher prepares the materials.	√		
3.	Teacher gives a lead-in.	√		
4.	Teacher motivates students to get involved in writing activities.	√		
5.	Teacher tells the purpose of the lesson.	√		
6.	Teacher gives clear explanation of the materials.	√		
7.	Teacher, fluently, orderly, and creatively explains the materials.	√		
8.	Teacher gives students chances to actively involved in the teaching learning materials.	√		
9.	Teacher gives reinforcement.	√		
10.	Teacher interacts well with the students.	√		
11.	Teacher uses learning media effectively.	√		
12.	Teacher gives clear examples.	√		
13.	Teacher uses time allocation effectively.	√		
14.	Teacher gives feedback.	√		
15.	Teacher gives evaluation.	√		

OBSERVATION SHEET FOR STUDENTS' ACTIVITIES

Day : Wednesday

Date : 16 January 2013

Time : 07.00 – 08.30 a.m.

Third Meeting

Put a thick (√) in the column based on your observation.

No.	Aspects being observed	Yes	No	Comment
1.	Students get ready for study.		√	
2.	Students listen to teacher's explanation.	√		
3.	Students bring their own dictionary.	√		
4.	Students use English when asking the teacher.		√	
5.	Students are the center of the study.	√		
6.	Students share their own feelings, ideas, thoughts, etc.	√		
7.	Students are enthusiastic listening to teacher's explanation.	√		
8.	Students interact well to their peers to discuss the materials.	√		
9.	Students have equal opportunity to practice their English.	√		
10.	Students are not reluctant to write.	√		
11.	Students actively ask the teacher to enrich vocabulary and correct spelling.	√		
12.	Students actively involve in group or pair work activities.	√		
13.	Students actively practice English because they want to learn it.	√		
14.	Students write confidently.	√		
15.	Students write with less mistakes and errors.		√	

OBSERVATION SHEET FOR TEACHER'S ACTIVITIES

Day : Wednesday

Date : 23 January 2013

Time : 07.00 – 08.30 a.m.

Fourth Meeting

Put a thick (√) in the column based on your observation.

No.	Aspects being observed	Yes	No	Comment
1.	Teacher prepares the lesson.	√		
2.	Teacher prepares the materials.	√		
3.	Teacher gives a lead-in.	√		
4.	Teacher motivates students to get involved in writing activities.	√		
5.	Teacher tells the purpose of the lesson.	√		
6.	Teacher gives clear explanation of the materials.	√		
7.	Teacher, fluently, orderly, and creatively explains the materials.	√		
8.	Teacher gives students chances to actively involved in the teaching learning materials.	√		
9.	Teacher gives reinforcement.	√		
10.	Teacher interacts well with the students.	√		
11.	Teacher uses learning media effectively.	√		
12.	Teacher gives clear examples.	√		
13.	Teacher uses time allocation effectively.	√		
14.	Teacher gives feedback.	√		
15.	Teacher gives evaluation.	√		

OBSERVATION SHEET FOR STUDENTS' ACTIVITIES

Day : Wednesday

Date : 23 January 2013

Time : 07.00 – 08.30 a.m.

Fourth Meeting

Put a thick (√) in the column based on your observation.

No.	Aspects being observed	Yes	No	Comment
1.	Students get ready for study.	√		
2.	Students listen to teacher's explanation.	√		
3.	Students bring their own dictionary.	√		
4.	Students use English when asking the teacher.		√	
5.	Students are the center of the study.	√		
6.	Students share their own feelings, ideas, thoughts, etc.	√		
7.	Students are enthusiastic listening to teacher's explanation.	√		
8.	Students interact well to their peers to discuss the materials.	√		
9.	Students have equal opportunity to practice their English.	√		
10.	Students are not reluctant to write.	√		
11.	Students actively ask the teacher to enrich vocabulary and correct spelling.	√		
12.	Students actively involve in group or pair work activities.	√		
13.	Students actively practice English because they want to learn it.	√		
14.	Students write confidently.	√		
15.	Students write with less mistakes and errors.		√	

OBSERVATION SHEET FOR TEACHER'S ACTIVITIES

Day : Wednesday

Date : 30 January 2013

Time : 07.00 – 08.30 a.m.

Fifth Meeting

Put a thick (√) in the column based on your observation.

No.	Aspects being observed	Yes	No	Comment
1.	Teacher prepares the lesson.	√		
2.	Teacher prepares the materials.	√		
3.	Teacher gives a lead-in.	√		
4.	Teacher motivates students to get involved in writing activities.	√		
5.	Teacher tells the purpose of the lesson.	√		
6.	Teacher gives clear explanation of the materials.	√		
7.	Teacher, fluently, orderly, and creatively explains the materials.	√		
8.	Teacher gives students chances to actively involved in the teaching learning materials.	√		
9.	Teacher gives reinforcement.	√		
10.	Teacher interacts well with the students.	√		
11.	Teacher uses learning media effectively.	√		
12.	Teacher gives clear examples.	√		
13.	Teacher uses time allocation effectively.	√		
14.	Teacher gives feedback.	√		
15.	Teacher gives evaluation.	√		

OBSERVATION SHEET FOR STUDENTS' ACTIVITIES

Day : Wednesday

Date : 30 January 2013

Time : 07.00 – 08.30 a.m.

Fifth Meeting

Put a thick (√) in the column based on your observation.

No.	Aspects being observed	Yes	No	Comment
1.	Students get ready for study.	√		
2.	Students listen to teacher's explanation.	√		
3.	Students bring their own dictionary.	√		Keep reminding students to bring dictionary.
4.	Students use English when asking the teacher.		√	
5.	Students are the center of the study.	√		
6.	Students share their own feelings, ideas, thoughts, etc.	√		
7.	Students are enthusiastic listening to teacher's explanation.	√		
8.	Students interact well to their peers to discuss the materials.	√		
9.	Students have equal opportunity to practice their English.	√		
10.	Students are not reluctant to write.	√		
11.	Students actively ask the teacher to enrich vocabulary and correct spelling.	√		
12.	Students actively involve in group or pair work activities.	√		
13.	Students actively practice English because they want to learn it.	√		
14.	Students write confidently.	√		
15.	Students write with less mistakes and errors.		√	

OBSERVATION SHEET FOR TEACHER'S ACTIVITIES

Day : Thursday

Date : 31 January 2013

Time : 01.00 – 01.45 p.m.

Sixth Meeting

Put a thick (√) in the column based on your observation.

No.	Aspects being observed	Yes	No	Comment
1.	Teacher prepares the lesson.	√		
2.	Teacher prepares the materials.	√		
3.	Teacher gives a lead-in.	√		
4.	Teacher motivates students to get involved in writing activities.	√		
5.	Teacher tells the purpose of the lesson.	√		
6.	Teacher gives clear explanation of the materials.	√		
7.	Teacher, fluently, orderly, and creatively explains the materials.	√		
8.	Teacher gives students chances to actively involved in the teaching learning materials.	√		
9.	Teacher gives reinforcement.	√		
10.	Teacher interacts well with the students.	√		
11.	Teacher uses learning media effectively.	√		
12.	Teacher gives clear examples.	√		
13.	Teacher uses time allocation effectively.	√		
14.	Teacher gives feedback.	√		
15.	Teacher gives evaluation.	√		

OBSERVATION SHEET FOR STUDENTS' ACTIVITIES

Day : Thursday

Date : 31 January 2013

Time : 01.00 – 01.45 p.m.

Sixth Meeting

Put a thick (√) in the column based on your observation.

No.	Aspects being observed	Yes	No	Comment
1.	Students get ready for study.	√		
2.	Students listen to teacher's explanation.	√		
3.	Students bring their own dictionary.	√		
4.	Students use English when asking the teacher.		√	
5.	Students are the center of the study.	√		
6.	Students share their own feelings, ideas, thoughts, etc.	√		
7.	Students are enthusiastic listening to teacher's explanation.	√		
8.	Students interact well to their peers to discuss the materials.	√		
9.	Students have equal opportunity to practice their English.	√		
10.	Students are not reluctant to write.	√		
11.	Students actively ask the teacher to enrich vocabulary and correct spelling.	√		
12.	Students actively involve in group or pair work activities.	√		
13.	Students actively practice English because they want to learn it.	√		
14.	Students write confidently.	√		
15.	Students write with less mistakes and errors.	√		

OBSERVATION SHEET FOR TEACHER'S ACTIVITIES

Day : Wednesday

Date : 6 February 2013

Time : 07.00 – 08.30 p.m.

Seventh Meeting

Put a thick (√) in the column based on your observation.

No.	Aspects being observed	Yes	No	Comment
1.	Teacher prepares the lesson.	√		
2.	Teacher prepares the materials.	√		
3.	Teacher gives a lead-in.	√		
4.	Teacher motivates students to get involved in writing activities.	√		
5.	Teacher tells the purpose of the lesson.	√		
6.	Teacher gives clear explanation of the materials.	√		
7.	Teacher, fluently, orderly, and creatively explains the materials.	√		
8.	Teacher gives students chances to actively involved in the teaching learning materials.	√		
9.	Teacher gives reinforcement.	√		
10.	Teacher interacts well with the students.	√		
11.	Teacher uses learning media effectively.	√		
12.	Teacher gives clear examples.	√		
13.	Teacher uses time allocation effectively.	√		
14.	Teacher gives feedback.	√		
15.	Teacher gives evaluation.	√		

OBSERVATION SHEET FOR STUDENTS' ACTIVITIES

Day : Wednesday

Date : 6 February 2013

Time : 07.00 – 08.30 p.m.

Seventh Meeting

Put a thick (√) in the column based on your observation.

No.	Aspects being observed	Yes	No	Comment
1.	Students get ready for study.	√		
2.	Students listen to teacher's explanation.	√		
3.	Students bring their own dictionary.	√		
4.	Students use English when asking the teacher.	√		
5.	Students are the center of the study.	√		
6.	Students share their own feelings, ideas, thoughts, etc.	√		
7.	Students are enthusiastic listening to teacher's explanation.	√		
8.	Students interact well to their peers to discuss the materials.	√		
9.	Students have equal opportunity to practice their English.	√		
10.	Students are not reluctant to write.	√		
11.	Students actively ask the teacher to enrich vocabulary and correct spelling.	√		
12.	Students actively involve in group or pair work activities.	√		
13.	Students actively practice English because they want to learn it.	√		
14.	Students write confidently.	√		
15.	Students write with less mistakes and errors.	√		

Appendix D

Course Grids

COURSE GRID

School : SMK N 1 Pandak
 Grade/ Semester : XI/ 2
 Standard of Competence : 2. Being able to communicate in English on the Level Elementary
 Basic Competence : 2. 4 Telling the past jobs and future job planning.

Indicators	Teaching materials	Teaching and Learning Activities	Media	Sources	Evaluation
1. Identifying the language aspects and vocabularies. 2. Identifying the organization of the text. 3. Identifying the punctuation in the text. 4. Making correct sentences by using simple past tense. 5. Developing a paragraph telling the past experience. 6. Writing the past experience correctly.	a. Input text: Recount text b. Theme: My Past Experience c. Language focus: <ul style="list-style-type: none"> • use of nouns and pronouns to identify people or things involved; • use of action verbs to refer to events; • use of past tense to locate events in relation to writer's time; • use of conjunction and time connectives to sequence the events; • use of adverbs and adverbial phrases to 	<i>Meeting 1</i> A. Opening <ol style="list-style-type: none"> 1. Greeting 2. Praying 3. Checking students readiness and attendance 4. Previewing the last lesson. B. Whilst-teaching <ol style="list-style-type: none"> 1. Building Knowledge of the Field (Task 1) <ol style="list-style-type: none"> a. Students tell about their experience in the past. b. Students tell about what they did in the past. 2. Modelling of the Text <ol style="list-style-type: none"> a. Students read the text about someone's experience individually. (Task 2) b. Students fill in the blanks of regular and irregular verbs. (Task 3) c. Students fill in the blanks with correct verb forms from the verbs in the brackets. (Task 4) <i>Meeting 2</i> <ol style="list-style-type: none"> d. Students identify incorrect punctuation and verb forms in the text and then correct them. (Task 5) e. Students rewrite the correct version of the 	a. Picture b. White board	<ul style="list-style-type: none"> • www.bakriesu.matera.com • wikipedia.org/wiki/Bungaran_Saragih • http://taratahi.ac.nz/student-stories.php 	Written test

	<p>indicate place and time; and</p> <ul style="list-style-type: none"> • use of adjectives to describe nouns. <p>d. Vocabulary: Agriculture, farm, born, study.</p>	<p>text on their workbook. (Task 5)</p> <p>f. Students arrange words into sentence. (Task 6)</p> <p>3. Joint Construction of the Text</p> <p>a. Students arrange paragraph into good text. (Task 7)</p> <p><i>Meeting 3</i></p> <p>b. Students continue to write paragraph. (Task 8)</p> <p>4. Individual Construction of the Text.</p> <p>a. Students write their own past experience individually. (Task 9)</p> <p>b. Students submit their writing to the teacher.</p> <p>C. Closing</p> <p>1. Concluding the learning material.</p> <p>2. Checking students' understanding by asking the problem with the material.</p>			
<ol style="list-style-type: none"> 1. Identifying language aspects, and vocabularies. 2. Identifying the organization of the text. 3. Making correct sentences by using simple future. 4. Continuing a paragraph telling about future plans. 5. Writing the future plans correctly. 	<ol style="list-style-type: none"> a. Input text: Agenda b. Theme: What are my future plans? c. Language focus: <ul style="list-style-type: none"> • use of nouns and pronouns to identify people or things involved; • use of action verbs to refer to events; • use of future tense to plan the actions; • use of conjunction and time 	<p><i>Meeting 1</i></p> <p>A. Opening</p> <ol style="list-style-type: none"> 1. Greeting 2. Praying 3. Checking students readiness and attendance 4. Previewing the last lesson. <p>B. Whilst-teaching</p> <ol style="list-style-type: none"> 1. Building Knowledge of the Field (Task 1) <ol style="list-style-type: none"> a. Students tell about their plans in the future. b. Students tell about their plans after graduation. c. Students are given pictures related to the topic. 2. Modelling of the Text <ol style="list-style-type: none"> a. Students match vocabulary related to the 	<ol style="list-style-type: none"> a. Picture b. White board 	<ul style="list-style-type: none"> • http://www.skola.amoskadan.cz/s_aj/ajhtm/at/at11.htm <i>Jeremy Fair</i> • http://www.progressivedairy.com • secretariat@ruforum.org • http://themetallwillneverdie.blogspot.com/2009/09/my-future-life-i-will-finish-my 	Written test

	<p>connectives to sequence the events;</p> <ul style="list-style-type: none"> • use of adverbs and adverbial phrases to indicate place and time; and • use of adjectives to describe nouns. <p>d. Vocabulary: Future, profession, choices, challenge, graduation</p>	<p>text. (Task 2)</p> <ul style="list-style-type: none"> b. Students read about someone future plans individually. (Task 3) c. Students identify someone's plans from the text. (Task 4) d. Students study the language use in the text. <p><i>Meeting 2</i></p> <p>3. Joint Construction of the Text</p> <ul style="list-style-type: none"> a. Students arrange words in to correct sentences in the form of future plans. (Task 5) b. Students arrange jumbled sentences into a good paragraph. (Task 6) c. Students continue to write paragraph. (Task 7) <p><i>Meeting 3</i></p> <ul style="list-style-type: none"> d. Students have a dicto-comp (dictation) activity. (Task 8) <p>4. Individual Construction of the Text.</p> <ul style="list-style-type: none"> a. Students write their own future plans in the form of personal letter based on the guided questions individually. (Task 9) b. Students submit their writing to the teacher. <p>C. Closing</p> <ul style="list-style-type: none"> 1. Concluding the learning material 2. Checking students' understanding by asking the problem with the material. 		<u><i>school.html</i></u>	
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Appendix E

Lesson Focus and Lesson Plans

LESSON PLAN FOCUS

Lesson plan 1

School	: SMK N 1 Pandak
Subject	: English
Grade/ Semester	: XI/2
Theme	: My Past Experience
Time Allocation	: 6 x 45 minutes
Skill	: Writing

Meeting 1

- Focus : language use (vocabulary, grammar)
- Activities : reading text telling about past experience, filling in the blanks regular and irregular verbs, and filling in the blanks with correct verb forms.

Meeting 2

- Focus : punctuation, organization
- Activities : correcting punctuation and arranging words and paragraph.

Meeting 3

- Focus : content
- Activities : continuing writing paragraph and writing students' own past experience.

Lesson plan 2

School	: SMK N 1 Pandak
Subject	: English
Grade/ Semester	: XI/2
Theme	: What Are My Future Plans?
Time Allocation	: 6 x 45 minutes
Skill	: Writing

Meeting 1

- Focus : language use (vocabulary and grammar)
- Activities : matching words, reading someone's future plans, identifying plans in the text, and discussing tenses in the text.

Meeting 2

- Focus : organization
- Activities : arranging jumbled words and jumbled paragraphs and continuing writing paragraph

Meeting 3

- Focus : content and mechanics
- Activities : having dictation and writing students' own future plans.

LESSON PLAN 1

School	: SMK N 1 Pandak
Subject	: English
Grade/ Semester	: XI/1
Theme	: My Past Experience
Time Allocation	: 6 x 45 minutes
Skill	: Writing
SK/KD	:

I. Standard of Competence

2. Students are able to communicate in English in the Elementary Level.

II. Basic Competence

2. 4 Students are able to tell the past jobs and future job planning.

III. Indicator

7. Identifying the language aspects and vocabularies.
8. Identifying the organization of the text.
9. Identifying the punctuation in the text.
10. Making correct sentences by using simple past tense.
11. Developing a paragraph telling the past experience.
12. Writing the past experience correctly.

IV. Teaching Objective

By the end of the lesson, students are able to write their own past experience individually.

V. Teaching Material

- Input Text : Text to tell past experience (Recount Text).
- Theme : My past experience
- Language focus:
 - use of nouns and pronouns to identify people or things involved;
 - use of action verbs to refer to events;
 - use of past tense to locate events in relation to writer's time;
 - use of conjunction and time connectives to sequence the events;
 - use of adverbs and adverbial phrases to indicate place and time; and

- use of adjectives to describe nouns.
- Vocabularies :
 - Agriculture
 - Farm
 - Born
 - Study

VI. Teaching Method

- *TBC (Text-Based Approach)*
- *Guided Writing Techniques*

VII. Resources and Media

- www.bakriesumatera.com
- wikipedia.org/wiki/Bungaran_Saragih
- <http://taratahi.ac.nz/student-stories.php>

VIII. Teaching Learning Activities

Meeting 1

A. Opening

1. Greeting
2. Praying
3. Checking students readiness and attendance
4. Previewing the last lesson.

B. Whilst-teaching

1. Building Knowledge of the Field (Task 1)
 - a. Students tell about their experience in the past.
 - b. Students tell about what they did in the past.
2. Modelling of the Text
 - a. Students read the text about someone's experience individually. (Task 2)
 - b. Students fill in the blanks of regular and irregular verbs. (Task 3)
 - c. Students fill in the blanks with correct verb forms from the verbs in the brackets. (Task 4)

Meeting 2

- d. Students identify incorrect punctuation and verb forms in the text and then correct them. (Task 5)
- e. Students rewrite the correct version of the text on their workbook. (Task 5)

- f. Students arrange words into sentence. (Task 6)
- 3. Joint Construction of the Text
 - a. Students arrange paragraph into good text. (Task 7)

Meeting 3

- b. Students continue to write paragraph. (Task 8)
- 4. Individual Construction of the Text.
 - a. Students write their own past experience individually. (Task 9)
 - b. Students submit their writing to the teacher.

C. Closing

- 1. Concluding the learning material.
- 2. Checking students' understanding by asking the problem with the material.

IX. Assessment

- 1. *Technique: written tasks*
- 2. *Scoring rubric (each number)*

-Enclosure-

Bantul, Oktober 2012

English Teacher,

Researcher

Siti Duriah, S.Pd

Ndaru Retnaningsih
NIM. 08202241017

MY PAST EXPERIENCE

Task 1 **Answer the following questions briefly.**

1. Do you have an unforgettable experience?
2. When did it happen?
3. How would you tell it to your friends?

Task 2 **Read the following text about someone's past experience.**

My Past Experience



My name is Grant Charteris. I was born on June 21, 1974 in a farm near Cresco, Iowa, to Henry and Clara Charteris. When I was in primary school, my father always took me to his farm near our house. It was the time for me to begin interested in agriculture. I spent my high school in dormitory. After that I continued my study in Taratahi majoring in farming.

After I finished studying at Taratahi in 1994, I worked on various sheep and beef farms for three years, before doing some more tertiary study, followed by other farming jobs and a stint overseas. My passion for deer farming brought me back to the family farm in 2002 where at age 24 I took over the management of the farm. In 2007 I purchased the farm from my parents.

I competed in the 2008 Young Farmer of the Year Contest. I made it to the Grand Final and was placed fifth overall. I won the Agricultural and Marketing Research and Development Trust (AGMARDT) Market Innovation Challenge for which I received a scholarship to join the Food and Agribusiness Market Experience (FAME) program, which included travel to Asia, North America and the UK.

Adapted from <http://taratahi.ac.nz/student-stories.php>

Task 3 Read the text about Grant Charteris again and then fill in the table with Grant's experience in the years provided.

Year	Experience
1994	
2002	
2007	
2008	

Task 4 Below is the table of regular and irregular verbs. Fill in the blank with the suitable words based on the clues.

Regular and Irregular Verb

Regular Verb

No.	Verb 1	Verb 2	Meaning
1.	Continue	Continued	Melanjutkan
2.	Enroll		Mendaftar
3.		studied	Belajar
4.		worked	Bekerja
5.	Receive	received	
6.	Accept	accepted	
7.	Decide		Memutuskan
8.	Attend		Mengikuti
9.		obtained	Mendapat
10.		Happened	Terjadi
11.	Include	Included	

Irregular verb

No.	Verb 1	Verb 2	Meaning
1.	Win	Won	Menang
2.	Born		Lahir
3.	Go	Went	
4.	Bring	Brought	
5.	Buy		Membeli
6.	Think		Berpikir
7.		Fell	Jatuh
8.		Felt	Merasa
9.		Gave	Memberi
10.	Make	Made	
11.	Spend		Menghabiskan

Task 5 Fill in the blanks with the correct verb forms from the verb in the brackets.

I am Bungaran Saragih. I ... (be) Indonesia's Minister of Agriculture and Forestry in the Unity Cabinet (2000-2001) and Minister of Agriculture in the Gotong Royong Cabinet (2001-2004). I was born on April 17, 1945 in Pematangsiantar, North Sumatera. I ... (receive) the Satya Lencana Pembangunan Medal of Honor from the President of the Republic of Indonesia (2002).

I ... (obtain) my S1 degree in 1971 from the Bogor University and ... (achieve) the degree of PhD in Socio-economy from the North Carolina State University, Raleigh, USA in 1980. I also ... (become) a Master of Arts in Economy at the same university in 1977 and ... (work) as an Engineer in Socio-economy at the Bogor Agricultural University in 1971. I ... (be) a lecturer at the Bogor Agricultural University (1968-2010).

International Society for Southeast Asian Agricultural Sciences (2005) ... (grant) me with the Matsuda Award in recognition of distinguished contributions to the advancement of agricultural sciences and agricultural development in Asia. George August University, Göttingen, Germany ... (award) the Honoris Causa doctoral title for me in 2004. I ... (be) also the Chairman of the Council of Governors of the Rome-based International Fund for Agricultural Development (IFAD), for the period of 2002-2003.

Adapted from www.bakriesumatera.com and wikipedia.org/wiki/Bungaran_Saragih

Task 6 Circle the incorrect punctuation and verbs in the text below and then correct them. Write the correct version on your workbook.

my name is jadjit bustomi. i am born on may 7th, 1969 in magelang, central java. i win the kalpataru award on june 5, 2008 because of my concern on environment. i make a barren hill in sucolor become a lavish green. when i first set foot in sucolor as a teacher, i see the entire area of the hill was dry out. at that time, i am thinking about how i can change the situation. i then come up with the idea of encouraging my students to plant trees along the route to the village. i just do not want my students to suffer from scorching heat while they are walking home from school. the trees then grow and serve as umbrellas along the road toward the school.

i then come up with more ideas. i find out vegetables and other secondary crops plant around the rice and farms. i choose three plant varieties, namely pete, mangoes, and durians. in the beginning, no one welcome my ideas. finally, the villagers realize that pete, mangoes, and durians are more profitable to grow. the villagers are soon ask me to teach them how to plant pete. pete then become the new farming treasure of sucolor.

Task 7 Arrange the jumbled words into a good sentence.

1. March 06, 1990 – I – born – was – on.
2. Studied – in 2000 – Bogor University – in – I - Agriculture.
3. Last - week – plowed – the - farmer – field – the – tractors – with.
4. Plants – the – month – children – some – last – planted.
5. Various – I – on – worked – sheep – beef – and – three – for – years – farms.

Task 8 Arrange the jumbled paragraphs into a good order.

- a. I then leased two properties on the Kawhia coast. While working on these I also went back shearing and fencing for extra cash flow and to help out some of the local contractors. I sold these properties in 2000 and decided to go fencing contracting full-time.

- b. My name is Simon Fuller. I live in Texas City and manage my own business. I was born on December 3, 1960. I excelled at Taratahi and at graduation in 1981 I received the Leadership and Agriculture Prize.
- c. For the next ten years I moved into shearing or fencing before securing my first Farm Manager position. This position was on a 400 hectare sheep and beef property in Matiere, near Taumarunui. I stayed in this position for five years before moving onto a position on a larger farm, then onto a Stock Manager's position.
- d. After graduating, my first position was on a sheep and beef farm in Taumarunui where I continued my studies by correspondence.

Adapted from <http://taratahi.ac.nz/student-stories.php>

Task 9 **Continue to write the experience of Anton Apriyantono below. Some clues are provided to help you.**

I am Anton Apriyantono. I was Indonesia's Minister of Agriculture of the United Indonesian I Cabinet (2004-2009). Now I am a lecturer at the Bogor Agricultural University (1982-now).

.....

Clues:

Date of birth : October 5th 1959

Place of birth : Serang, Banten

Education :

- Engineering degree in Agricultural Products Technology in 1982 from the Bogor Agricultural University (S1)
- MS degree in Food Science from the Bogor Agricultural University in 1988 (S2)
- PhD degree in the field of Food Chemistry from the Reading University, UK in 1992 (S3)

Achievement :

- Scholarship of World Bank XVII from the Directorate of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia (1988-1992)
- Mahaputera Adipradana Star from the Indonesian Government (2010)

Adapted from www.bakriesumatera.com

Task 10 Write your own past experience. You may use these following questions to help you.

1. When were you born?
2. Where were you born?
3. What are the names of your parents? (It's optional)
4. Where did you study for your primary and secondary school?
5. What achievements have you got?
6. What kind of activities did you like to do when you were child?

LESSON PLAN 2

School	: SMK N 1 Pandak
Subject	: English
Grade/ Semester	: XI/1
Material	: What are my future plans?
Time Allocation	: 6 x 45 minutes
Skill	: Writing
SK/KD	:

I. Standard of Competence

2. Students are able to communicate in English in the Elementary Level.

II. Basic Competence

3. 4 Students are able to tell the past jobs and future job planning.

III. Indicator

1. Identifying language aspects, and vocabularies.
2. Identifying the organization of the text.
3. Making correct sentences by using simple future.
4. Continuing to write paragraph.
5. Writing the future plans correctly.

IV. Teaching Objective

By the end of the lesson, students are able to write their own future plans individually.

V. Teaching Material

- Input Text : Text to tell future plans.
- Theme : What are my future plans?
- Vocabularies :
 - Future
 - Profession
 - Choices
 - Challenge
 - Graduation

- Language aspects:
To express a future action, we can use:
 - Will (we use **will** when we decide to do something in the future at the time of speaking)
 - Be going to (we use **be going to** when we have already decided to do something before)

VI. Teaching Method

- *TBC (Text-Based Approach)*
- *Guided Writing Techniques*

VII. Resources and Equipments

- http://www.skola.amoskadan.cz/s_aj/ajhtm/at/at11.htm Jeremy Fair
- <http://www.progressivedairy.com>
- secretariat@ruforum.org
- <http://themetallwillneverdie.blogspot.com/2009/09/my-future-life-i-will-finish-my-school.html>

VIII. Teaching Learning Activities

Meeting 1

A. Opening

1. Greeting
2. Praying
3. Checking students readiness and attendance
4. Previewing the last lesson.

B. Whilst-teaching

1. Building Knowledge of the Field (Task 1)
 - a. Students tell about their plans in the future.
 - b. Students tell about their plans after graduation.
 - c. Students are given pictures related to the topic.
2. Modelling of the Text
 - a. Students match vocabulary related to the text. (Task 2)
 - b. Students read about someone future plans individually. (Task 3)
 - c. Students identify someone's plans from the text. (Task 4)
 - d. Students study the language use in the text.

Meeting 2

3. Joint Construction of the Text

- a. Students arrange words in to correct sentences in the form of future plans. (Task 5)
- b. Students arrange sentences into a good paragraph. (Task 6)
- c. Students continue to write paragraph. (Task 7)

Meeting 3

- d. Students have a dicto-comp (dictation) activity. (Task 8)
- 4. Individual Construction of the Text.
 - a. Students write their own future plans in the form of personal letter based on the guided questions individually. (Task 9)
 - b. Students submit their writing to the teacher.

C. Closing

- 1. Concluding the learning material
- 2. Checking students' understanding by asking the problem with the material.

IX. Assessment

- 1. *Technique: written tasks*
 - 2. *Scoring rubric (each number)*
- Enclosure-

Bantul, Oktober 2012

English Teacher,

Researcher

Siti Duriah, S.Pd

Ndaru Retnaningsih
NIM. 08202241017

WHAT ARE MY FUTURE PLANS?

Task 1 **In small groups, answer the questions briefly.**

1. What are your future plans?
2. What is your plan after graduating from SMK?
3. What are you going to prepare for getting a job?
4. How do your parents guide you to make your future plan?

Task 2 **Match the word in Column A with the meaning in Indonesia in Column B. Open your dictionary if necessary.**

Column A	Column B
1. Wonder	a. Kelulusan
2. Future	b. Pekerjaan
3. Finish	c. Pilihan
4. Profession	d. Tantangan
5. Choice	e. Perhatian
6. Challenge	f. Sepi
7. Difference	g. Menikah
8. Exam	h. Sulit
9. Graduation	i. Membutuhkan
10. Engineer	j. Penasaran
11. Difficult	k. Ujian
12. Require	l. Memulai
13. Imagine	m. Jalan-jalan
14. Start	n. Pedesaan
15. Travel	o. Membayangkan
16. Overseas	p. Insinyur
17. Married	q. Perbedaan
18. Countryside	r. Masa depan
19. Quite	s. Menyelesaikan
20. Attention	t. Luar negeri

Task 3 Read and study the following text.

WHAT ARE MY FUTURE PLANS?

I am Jeremy Fair. I often wonder about my future as I am about to finish secondary school. The number one question on my mind is which profession should I choose? It is very hard to make any definite choices, because I know they will affect me for the rest of my life. I want a profession that will satisfy me, challenge me, and bring me joy. I believe that a job should be like a hobby. I want to love my work, and know that I am making a difference in this world by helping other people.

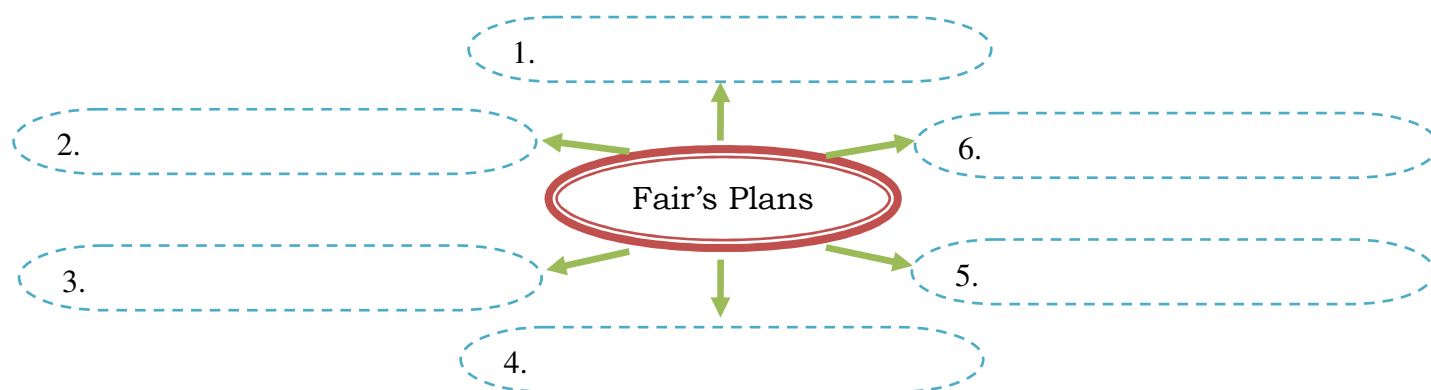
First of all, I am going to finish secondary school. Soon I will take the first important exam of my life - the final graduation exam. After my graduation, I would like to study at the Agriculture University to be an agriculture engineer.

.It takes a long time to study agriculture. It is very difficult and requires a tremendous amount of patience and hard work. I hope that I will be able to meet these challenges, and that my dream will come true. I cannot really imagine having a family yet, but I am 18 years old, so I have to start thinking about it.

As for now, I am only focusing my attention on finishing my studies. Also, before I have a family, I would like to travel overseas. I want to see countries like Japan, Finland and travel through the African continent. After I finish my education and travels, I am going to get married and have a family. I would like to live with my future family in a quiet, natural countryside setting.

Adapted from http://www.skola.amoskadan.cz/s_aj/ajhtm/at/at11.htm Jeremy Fair

Task 4 Find out Jeremy Fair plans in the text above and fill those plans on the chart below. Do it with your partner.



Task 5 Arrange these words into good sentences in the future tense.

e.g. The farmer/ plant/ rice/ next month.
 The farmer will plant rice next month.

1. I/ graduate/ from SMK/ next year.
2. My father/ spray/ Melon/ tomorrow.
3. Two years later/ I/ get married.
4. Rinto/ continue/ his study in Agriculture Engineering.
5. I/ find/ work/ after graduation.

Task 6 Arrange these jumbled paragraphs into a good text. Do it with your partner.

- a. My future plans are to develop demand - driven projects that will increase agricultural production and ensure food security for my country (Ghana).
- b. I am Famara Jaiteh. I will tell you about my plan to develop agriculture in my country.
- c. I plan to pursue this objectives through collaborative inter and intra country research and sharing of information and also via writing proposals and submitting them to donors for funding.
- d. I am also interested in further studies in agriculture, so to advance or improve my knowledge in my discipline.

Adapted from secretariat@ruforum.org

Task 7 **Complete the paragraph below with your own words. Some clues are provided to help you.**

My Future Plans

I will finish my school when I am 15 years old. I am going to study in National University. There I will study agriculture engineering.

.....

- finish career
- go to work outside of the city in the field
- work in the international center of agriculture and the environment.

I am going to marry when I am 28 years old. I hope my wife will be a great woman with principles and beautiful feelings. I am going to have two children and I will have a beautiful house in Bogota. I will have a big country property and I will have a beautiful car. I hope to be very happy in my life. I can fulfill my dreams but I know I will reach them trusting in God.

Adapted from <http://themetallwillneverdie.blogspot.com/2009/09/my-future-life-i-will-finish-my-school.html>

Task 8 **You will listen to a text from the teacher. Listen it carefully and write down on a piece a paper and submitted to your teacher. Your teacher will read it twice.**

Task 9 **Now write your own future plans. There are some questions that will help you as the guidance.**

1. What is your plan after you graduate from SMK?
2. What is your plan in 5 years later?
3. What is your plan in 10 years later?
4. What is your plan with your career?
5. What is your plan with your family?
6. How many children do you want to have?

Answer Key**My Past Experience****Task 1**

1. The answer may vary (yes/ no).
2. The answer may vary.
3. The answer may vary.

Task 3

Year	Experience
1994	Worked on various sheep and beef farms for three years, before doing some more tertiary study
2002	Come back to the family farm
2007	Purchased the farm from parents
2008	Competed in the 2008 Young Farmer of the Year Contest

Task 4**Regular and Irregular Verb****Regular Verb**

No.	Verb 1	Verb 2	Meaning
1.	Continue	Continued	Melanjutkan
2.	Enroll	enrolled	Mendaftar
3.	Study	studied	Belajar
4.	Work	worked	Bekerja
5.	Receive	received	Menerima
6.	Accept	accepted	Menerima
7.	Decide	decided	Memutuskan
8.	Attend	attend	Mengikuti
9.	Obtain	obtained	Mendapat
10.	Happen	Happened	Terjadi
11.	Include	Included	Termasuk

Irregular verb

No.	Verb 1	Verb 2	Meaning
1.	Win	Won	Menang
2.	Born	Born	Lahir
3.	Go	Went	Pergi
4.	Bring	Brought	Membawa
5.	Buy	Bought	Membeli
6.	Think	Thought	Berpikir
7.	Fall	Fell	Jatuh
8.	Feel	Felt	Merasa
9.	Give	Gave	Memberi
10.	Make	Made	Membuat
11.	Spend	Spent	Menghabiskan

Task 5

Was, received, obtained, achieved, became, worked, was, granted, awarded, was.

Task 6

My name is Jadjit Bustomi. I was born on May 7th, 1969 in Magelang, Central Java. I won the Kalpataru Award on June 5, 2008 because of my concern on environment. I made a barren hill in Sucolor become a lavish green. When I first set foot in Sucolor as a teacher, I saw the entire area of the hill was dried out. At that time, I was thinking about how I could change the situation. I then came up with the idea of encouraging my students to plant trees along the route to the village. I just did not want my students to suffer from scorching heat while they were walking home from school. The trees then grew and served as umbrellas along the road toward the school.

I then came up with more ideas. I found out vegetables and other secondary crops planted around the rice and farms. I chose three plant varieties, namely pete, mangoes, and durians. In the beginning, no one welcomed my ideas. Finally, the villagers realized that pete, mangoes, and durians are more profitable to grow. The villagers were soon asked me to teach them how to plant pete. Pete then became the new farming treasure of Sucolor.

Task 7

1. I was born on March 06 1990.
2. I studied Agriculture in Bogor University in 2000.
3. The farmer plowed the field with tractors last week.
4. The children planted some plants last month.
5. I worked on various sheep and beef farms for three years.

Task 8

- a. My name is Simon Fuller. I live in Texas City and manage my own business. I was born on December 3, 1960. I excelled at Taratahi and at graduation in 1981 I received the Leadership and Agriculture Prize.
- b. After graduating, my first position was on a sheep and beef farm in Taumarunui where I continued my studies by correspondence.
- c. For the next ten years I moved into shearing or fencing before securing my first Farm Manager position. This position was on a 400 hectare sheep and beef property in Matiere, near Taumarunui. I stayed in this position for five years before moving onto a position on a larger farm, then onto a Stock Manager's position.
- d. I then leased two properties on the Kawhia coast. While working on these I also went back shearing and fencing for extra cash flow and to help out some of the local contractors. I sold these properties in 2000 and decided to go fencing contracting full-time.

Task 9

I am Anton Apriyantono. I was Indonesia's Minister of Agriculture of the United Indonesian I Cabinet (2004-2009). Now I am a lecturer at the Bogor Agricultural University (1982-now). I was born on October 5th 1959 in Serang, Banten.

I obtained my Engineering degree in Agricultural Products Technology in 1982 from the Bogor Agricultural University (S1). I achieved MS degree in Food Science from the Bogor Agricultural University in 1988 (S2). Then I got my PhD degree in the field of Food Chemistry from the Reading University, UK in 1992 (S3).

There are some achievements that I have got. I granted Scholarship of World Bank XVII from the Directorate of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia (1988-1992). In 2010 the Indonesian Government awarded me Mahaputera Adipradana Star.

WHAT ARE MY FUTURE PLANS?

Task 1

1. The answer may vary.
2. The answer may vary.
3. The answer may vary.
4. The answer may vary.

Task 2

- | | | | |
|---------------|-----------------|-----------------|---------------|
| 1. Wonder | : penasaran | 12. Require | : membutuhkan |
| 2. Future | : masa depan | 13. Imagine | : |
| 3. Finish | : menyelesaikan | | membayangkan |
| 4. Profession | : pekerjaan | 14. Start | : memulai |
| 5. Choice | : pilihan | 15. Travel | : jalan-jalan |
| 6. Challenge | : tantangan | 16. Overseas | : luar negeri |
| 7. Difference | : perbedaan | 17. Married | : menikah |
| 8. Exam | : ujian | 18. Countryside | : pedesaan |
| 9. Graduation | : kelulusan | 19. Quite | : sepi |
| 10. Engineer | : insinyur | 20. Attention | : perhatian |
| 11. Difficult | : sulit | | |

Task 4

1. finish secondary school
2. take the first important exam of my life - the final graduation exam
3. study at the Agriculture University to be an agriculture engineer
4. have a family
5. travel overseas
6. get married
7. live with my future family in a quiet, natural countryside setting

Task 5

6. I will graduate from SMK next year.
7. My father will spray Melon tomorrow.
8. Two years later I will get married.
9. Rinto will continue his study in Agriculture Engineering.
10. I will find work after graduation.

Task 6

1. I am Famara Jaiteh. I will tell you about my plan to develop agriculture in my country.
2. My future plans are to develop demand - driven projects that will increase agricultural production and ensure food security for my country (Ghana).
3. I am also interested in further studies in agriculture, so to advance or improve my knowledge in my discipline.
4. I plan to pursue this objectives through collaborative inter and intra country research and sharing of information and also via writing proposals and submitting them to donors for funding.

Task 7

I will finish my school when I am 15 years old. I am going to National University. There I will study agriculture engineering. After that, I will finish my career. I also plan to go to work outside of the city in the field. I would like to work in the international center of agriculture and the environment.

I am going to marry when I am 28 years old. I hope my wife will be a great woman with principles and beautiful feelings. I am going to have two children and I will have a beautiful house in Bogota. I will have a big country property and I will have a beautiful car. I hope to be very happy in my life. I can fulfill my dreams but I know I will reach them trusting in God.

Task 8

My name is Jeremy Linch. I have some plans to do after graduating from the university. Following graduation I plan to obtain a position as a high school agriculture teacher and advisor. In addition to teaching I plan to return to the family farm and continue to build beef program. I will also diversify my farm and possibly start agriculture tourism. I will continue my school, and considering possible online options from the state university. My future plans will allow me to combine two of my passions: Agriculture and helping others.

Appendix F

Writing Rubric

WRITING RUBRIC

Adapted from Jacobs et.al in Weigle (2002: 116)

Aspect	Score	Criteria
Content	4	<ul style="list-style-type: none"> • Knowledgeable, • development thesis, • substantive, • relevant to the topic
	3	<ul style="list-style-type: none"> • Sure knowledge of subject, • limited development of thesis, • mostly relevant to topic but lacks detail
	2	<ul style="list-style-type: none"> • Limited knowledge of subject, • little substance, • inadequate development of topic
	1	<ul style="list-style-type: none"> • Unknowledgeable, • non-substantive, • not relevant to the topic
Organization	4	<ul style="list-style-type: none"> • Fluent expression, • ideas clearly and briefly stated, • well-organized, • logical order, • cohesive
	3	<ul style="list-style-type: none"> • Limited expression, • main ideas stands out but limited organization, • limited support, • illogical order
	2	<ul style="list-style-type: none"> • Non-fluent, • disconnected ideas, • illogical sequencing
	1	<ul style="list-style-type: none"> • Not communicated, • no organization
Vocabulary	4	<ul style="list-style-type: none"> • Sophisticated range, • effective word choice and usage, • word form mastery, • appropriate register
	3	<ul style="list-style-type: none"> • Adequate range, • occasional errors of word choice and usage, • meaning difficult to understand

	2	<ul style="list-style-type: none"> Limited range, frequent errors of word choice and usage, meaning difficult to understand
	1	<ul style="list-style-type: none"> Meaning translated, little knowledge of English vocabulary and usage
Language use	4	<ul style="list-style-type: none"> Sophisticated constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, preposition
	3	<ul style="list-style-type: none"> Simple constructions Several errors of agreement, tense, number, word order/ function, articles, pronouns, preposition Meaning difficult to understand
	2	<ul style="list-style-type: none"> Major problems in simple/ complex constructions Frequent errors of agreement, tense, number, word order/ function, articles, pronouns, preposition
	1	<ul style="list-style-type: none"> No mastery of sentence constructions Dominated by errors Not communicated
Mechanics	4	<ul style="list-style-type: none"> Good mastery of conventions Few errors of spelling, punctuation, capitalization, paragraphing
	3	<ul style="list-style-type: none"> Occasional errors of spelling, punctuation, capitalization, paragraphing Meaning difficult to understand
	2	<ul style="list-style-type: none"> Frequent errors of spelling, punctuation, capitalization, paragraphing Meaning difficult to understand Poor handwriting
	1	<ul style="list-style-type: none"> No mastery of conventions Dominated by errors of spelling, punctuation, capitalization, paragraphing Hand writing illegible

Maximum score: 20

The conversion table

Class interval	Interpretation
17.5 - 19.9	Excellent
15.0 -17.4	Very good
12.5 – 14.9	Good
10.0 – 12.4	Fair
7.5 – 9.9	Poor
5.0 – 7.4	Very poor

Appendix G

Students' Score

STUDENTS' SCORE

Cycle 1

No.	Name	C			O			V			L			M			Total
		R1	R2	A	R1	R2	A	R1	R2	A	R1	R2	A	R1	R2	A	
1	S1	2	4	3	3	3	3	2	2	2	3	2	2.5	2	2	2	12.5
2	S2	3	4	3.5	3	3	3	2	2	2	3	2	2.5	2	3	2.5	13.5
3	S3	3	4	3.5	3	3	3	2	4	3	3	3	3	3	3	3	15.5
4	S4	2	3	2.5	2	2	2	2	3	2.5	2	2	2	2	2	2	11
5	S5	2	3	2.5	2	3	2.5	2	2	2	2	2	2	2	3	2.5	11.5
6	S6	2	3	2.5	2	3	2.5	2	2	2	2	2	2	2	2	2	11
7	S7	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1.5	9.5
8	S8	3	4	3.5	2	3	2.5	3	4	3.5	3	3	3	2	3	2.5	15
9	S9	2	3	2.5	2	2	2	2	3	2.5	3	2	2.5	1	2	1.5	11
10	S10	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
11	S11	2	3	2.5	2	3	2.5	2	2	2	3	2	2.5	1	2	1.5	11
12	S12	3	4	3.5	3	3	3	2	3	2.5	3	3	3	2	3	2.5	14.5
13	S13	2	4	3	3	3	3	2	2	2	3	2	2.5	2	3	2.5	13
14	S14	3	4	3.5	3	2	2.5	2	2	2	3	2	2.5	2	2	2	12.5
15	S15	3	4	3.5	3	3	3	2	2	2	3	2	2.5	2	3	2.5	13.5
16	S16	2	4	3	3	4	3.5	2	3	2.5	3	3	3	2	3	2.5	14.5
17	S17	2	4	3	3	3	3	2	3	2.5	2	3	2.5	2	3	2.5	13.5
18	S18	2	3	2.5	3	3	3	2	2	2	2	2	2	2	2	2	11.5
19	S19	2	3	2.5	3	3	3	2	2	2	3	2	2.5	1	2	1.5	11.5
20	S20	2	2	2	2	3	2.5	2	3	2.5	3	3	3	2	2	2	12
21	S21	2	3	2.5	2	2	2	2	2	2	2	2	2	2	2	2	10.5
22	S22	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1.5	9.5
23	S23	2	4	3	3	3	3	2	3	2.5	3	2	2.5	2	2	2	13
24	S24	2	3	2.5	2	2	2	2	3	2.5	2	2	2	2	2	2	11
25	S25	2	4	3	2	3	2.5	2	2	2	2	2	2	2	2	2	11.5
26	S26	3	4	3.5	3	3	3	2	2	2	2	2	2	3	2	2.5	13
27	S27	2	2	2	2	2	2	2	2	2	3	2	2.5	1	2	1.5	10
28	S28	2	4	3	3	3	3	2	2	2	3	2	2.5	2	3	2.5	13
29	S29	2	4	3	3	4	3.5	3	3	3	2	3	2.5	3	3	3	15
30	S30	2	2	2	2	2	2	2	2	2	3	2	2.5	1	2	1.5	10
31	S31	2	3	2.5	3	3	3	2	2	2	3	2	2.5	1	2	1.5	11.5

Cycle 2

No.	Name	C			O			V			L			M			Total
		R1	R2	A	R1	R2	A	R1	R2	A	R1	R2	A	R1	R2	A	
1	S1	3	3	3	3	3	3	3	3	3	3	2	2.5	2	2	2	13.5
2	S2	4	4	4	3	3	3	3	3	3	3	3	3	2	2	2	15
3	S3	3	4	3.5	3	4	3.5	3	4	3.5	3	3	3	2	3	3	16
4	S4	4	3	3.5	3	3	3	4	3	3.5	3	4	3.5	3	3	3	16.5
5	S5	3	3	3	3	3	3	4	3	3.5	3	3	3	2	3	3	15
6	S6	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	14.5
7	S7	3	3	3	3	2	2.5	3	2	2.5	3	2	2.5	2	2	2	12.5
8	S8	3	4	3.5	3	3	3	4	4	4	4	4	4	3	3	3	17.5
9	S9	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	16
10	S10	3	3	3	2	2	2	2	3	2.5	3	2	2.5	2	2	2	12
11	S11	3	4	3.5	3	3	3	3	3	3	3	3	3	3	3	3	15.5
12	S12	4	4	4	3	4	3.5	3	3	3	4	3	3.5	3	3	3	17
13	S13	4	4	4	3	3	3	3	3	3	3	3	3	2	2	2	15
14	S14	3	4	3.5	3	3	3	3	3	3	3	3	3	2	2	2	14.5
15	S15	4	3	3.5	3	3	3	3	3	3	3	3	3	2	3	3	15
16	S16	4	4	4	3	3	3	3	3	3	3	3	3	2	2	2	15
17	S17	4	4	4	4	3	3.5	4	4	4	4	4	4	3	3	3	18.5
18	S18	4	4	4	3	3	3	3	3	3	3	2	2.5	3	3	3	15.5
19	S19	3	4	3.5	3	3	3	3	3	3	3	3	3	3	2	3	15
20	S20	4	4	4	4	4	4	4	3	3.5	4	4	4	3	3	3	18.5
21	S21	4	4	4	3	3	3	2	2	2	3	3	3	2	3	3	14.5
22	S22	4	4	4	3	3	3	4	4	4	4	4	4	2	3	3	17.5
23	S23	4	4	4	3	3	3	4	3	3.5	3	3	3	3	3	3	16.5
24	S24	4	4	4	4	4	4	3	3	3	4	4	4	2	3	3	17.5
25	S25	4	4	4	3	3	3	3	3	3	3	3	3	2	2	2	15
26	S26	4	4	4	3	3	3	3	4	3.5	3	2	2.5	3	2	3	15.5
27	S27	4	4	4	3	3	3	3	3	3	3	3	3	2	3	3	15.5
28	S28	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	16
29	S29	4	4	4	3	3	3	4	4	4	4	4	4	3	3	3	18
30	S30	3	4	3.5	3	3	3	3	2	2.5	3	3	3	2	3	3	14.5
31	S31	3	4	3.5	3	3	3	3	3	3	3	3	3	3	3	3	15.5

R1: Rater 1 **R2:** Rater 2 (teacher) **C:** Content **O:** Organization **V:** Vocabulary
L: Language Use **M:** Mechanics **A:** Average

Appendix H

Samples of

Students'

Writing

CYCLE 1

Name : Suci chandra Lestari
 Stu. Number : 26
 Class : XI APKJ

My Past Experience

My name is Suci chandra Lestari. I was born on february 19, 1996 in Bantul, in the South Central Java. I Live together with my Parents, one ~~my~~ sister and two younger brother. My father is Sunarjo and my mother is Ratini. I ~~was~~ ^{studied} Primary school in SDN 1 KEREFAN and I ~~was~~ ^{studied} Secondary school in SMP N 4 Pandak. ~~I~~ ^{when} I studied in Primary school and Secondary School, I ~~get~~ ^{got} a Special Friends. Primary school pass the moment I am and best friend's playing in the beach with bicycle. J?

when I was child I Liked ~~adventure~~ ^{adventure} together ~~with~~ ^{with} my Friends. I ~~am~~ ^{my} and my friends often ~~look~~ ^{look} ~~adventure~~ in the Mountainous. There I and my friends often got fruit Mountainous. I Liked ~~apple~~ ^{apple} Mountainous and bengkoang.

	C	O	V	L	M
R1	3	3	2	2	3
R2	4	3	2	2	2

CYCLE 1

Name : Putri Diantami
 Stu. Number : 17
 Class : XI Apki

My Past Experience

My name is Putri Diantami. I was born on March 15th 1996 in Bantul, Yogyakarta, to Raharjo and Rahmah ~~charteris~~. I studied for my primary school ✓ SD N Palbapang and secondary school in SMP N Bambang Lipuro.

When I was in secondary school, I got B rank. I was thinking about how I could change my rank with studying hard. Every day I Pray ✓ and studied ✓ in order to get better achievement.

When I was child I liked to play ✓ cooking with my friends ✓ because ✓ was very fun and easy to play ✓ but sometimes I helped my mother to sweep.

~~After~~ After sweeping my mother always took ~~me to the market~~ me to the market.

	C	O	V	L	M
R1	2	3	2	2	2
R2	4	3	3	3	3

CYCLE 1

Name : Lia Alfiana
Stu. Number : 12
Class : XI APKJ

My past experience

My name is Lia Alfiana. I was born on November 12, 1995 in Bantul Yogyakarta, to Sangat and Pariyem charteris.

When I ~~was~~ ^{graduated} primary school in SD Mangran and secondary school in SMP N 4 Pandak. When I ~~was~~ was in second grade I got second rank in my school.

After I finished studying in SMPN 4 Pandak in 2011, I continued in SMK 1 Pandak. I ~~take~~ ^{took} a programme of agriculture in SMK 1 Pandak.

In 2013 I attended practicum in Plasma Nutfan Giwangun.

	C	O	V	L	M
R1	3	3	2	3	2
R2	4	3	3	3	3

CYCLE 1

Name : Rini Mirawanti
 Stu. Number : 23
 Class : XI APKS

My Past Experience

My name is Rini Mirawanti. I was born on May 26, in Ngentakrejo, Kulon Progo, to Hadi Sumarto and Hidayah. When I was ^{studied} in primary school, SD Nglatihari II and secondary school in SMP N 2 Lendah. After that I continued my study in SMK ⁱⁿ majoring agriculture.

When I was in secondary school, I got 10 rank. I was ~~was with~~ thinking about how I could change my rank with studying hard.

When I was child I like to play cooking and to play ~~be~~ with friends.

	C	O	V	L	M
R1	2	3	2	3	2
R2	4	3	3	2	2

My Future Plans

My name is Lia Alfiana. I have some plans to do after graduating from SMK. I will continue the job. I will get married five years later. After I get married, I plan to buy housing. I want to have two children. I want to have a man and a woman children.

Nama: Lia Alfiana

Kelas: XI APES

No: 12

	C	O	V	L	M
R1	4	3	3	4	3
R2	4	4	3	3	3

My future Plans.

My name is susi susanti - I have some plans to do after graduating from the SMK. I will continue the job.

I am going to get married and have a family. I would like to live with my future family in a quiet, natural countryside setting. I want to have two children. I want to have a man and a woman children.

Nama: susi susanti

Kelas: XI IPS / 2017.

	C	O	V	L	M
R1	4	3	3	3	3
R2	4	3	3	3	3

Putri Diantami
XI APKJ

My future plans

My name is Putri Diantami. I have some plans to do after graduating ^F From ^{SMK} ^F following graduation I Plan to work. I want to love my work.

I have Plan in 5 years later. I would like to work in private Company. I will work as secretary and I am going to get married and have a family with some one.

I have plan in 10 years later. I would like to work in some place with my husband, and I will make Icon Company.

I want to have 3 Children, boy and girl.
I would like to live with my future Family in a quiet natural country side setting.

	C	O	V	L	M
R1	4	4	4	4	3
R2	4	3	4	4	3

My Future plans

My name is Suci chandra lestari. I have some plans to do after graduating from the SMK. I will continue the job. 5 years later I will go to married with my career. I will become the nurse in the hospital. I plan with my family will form ~~family~~ a sakinah, mawadah and warohmah. I want to own son and daughter. Is very smart, good, plan some dan beautiful.

Nama: Suci chandra Lestari

kelas: KI APKJ

No : 26.

	C	O	V	L	M
R1	4	3	3	3	3
R2	4	3	4	2	2

Appendix I

Photographs



The students listened to the researcher seriously.



The researcher guided the students confidently.



The researcher wrote an explanation in the blackboard.



The students did the task seriously in a group of four.



The students discussed the task seriously with their group.



A student was asked to write the answer of the task in the blackboard.



The researcher guided the students to write.



A student had just stuck a vocabulary matching in the blackboard.



A student voluntarily wrote her answer of a task confidently.



The researcher moved around the class to monitor the students.

Appendix J

Letters



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
 Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : Nomor : 070 / 2010

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/8977/V/11/2012
 Tanggal : 20 November 2012 Perihal : Ijin Penelitian

Mengingat :

- a. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- b. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada :

Nama : NDARU RETNANINGSIH
 P.Tinggi/Alamat : UNY, KARANGMALANG YK
 NIP/NIM/No. KTP : 08202241017
 Tema/Judul Kegiatan : IMPROVING STUDENTS WRITING SKILLS THROUGH THE USE OF GUIDED WRITING IN CLASS XI OF SMK N 1 PANDAK BANTUL
 Lokasi : SMK NEGERI 1 PANDAK
 Waktu : Mulai Tanggal : 20 November 2012 s.d 20 Februari 2013
 Jumlah Personil :

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Ijin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Ijin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Ijin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
 Pada tanggal : 21 November 2012

A.n. Kepala

Sekretaris,
 Ub.
 Subbag Umum



Elis Fitriyati, SIP., MPA.
 NIP: 19690129 199503 2 003

Tembusan disampaikan kepada Yth.

1. Bupati Bantul
2. Ka. Kantor Kesbangpolinmas Kab. Bantul
3. Ka. Dinas Dikmenof Kab.Bantul
4. Ka. SMK Negeri 1 Pandak



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/8977/V/11/2012

Membaca Surat : Wakil Dekan I Fak. Bahasa dan Seni UNY Nomor : 1320b/UN.34.12/PP/XI/2012
Tanggal : 13 November 2012 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : NDARU RETNANINGSIH NIP/NIM : 08202241017
Alamat : Karangmalang Yogyakarta
Judul : IMPROVING STUDENTS WRITING SKILLS THROUGH THE USE OF GUIDED WRITING
IN CLASS XI OF SMK N 1 PANDAK BANTUL
Lokasi : SMK N 1 PANDAK BANTUL Kota/Kab. BANTUL
Waktu : 20 November 2012 s/d 20 Februari 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 20 November 2012
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Kepala Biro Administrasi Pembangunan



Tembusan:

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul c/q Bappeda
3. Ka. Dinas Pendidikan, Pemuda & OR. DIY
4. Wakil Dekan I Fak. Bahasa & Seni UNY
5. Yang bersangkutan



PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN MENENGAH DAN NON FORMAL
SMK NEGERI 1 PANDAK

Alamat : Kadekrowo, Gilangharjo, Pandak, Bantul 55761 Telp (0274) 6994381

SURAT KETERANGAN

Nomor : 080 / L.13.2 / SMK. 01 / PP / 2013

Yang bertanda tangan di bawah :

Nama : Drs. Suyut, M.Pd
NIP : 196301171991031002
Pangkat / Gol : Pembina / IV a
Jabatan : Kepala Sekolah
Instansi : SMK N 1 Pandak, Bantul

Dengan ini menerangkan menerangkan dengan sesungguhnya bahwa :

Nama : Ndaru Retnaningsih
NIM : 08202241017
Jabatan : Mahasiswa Universitas Negeri Yogyakarta

Nama Mahasiswa tersebut diatas telah menyelesaikan penelitian dengan judul " **Improving Students' Writing Skills Through The Use Of Guided Writing in Class XI of SMK Negeri 1 Pandak Bantul** " yang berlokasi di SMK Negeri 1 Pandak Bantul Yogyakarta mulai tanggal 09 Januari 2013 sampai dengan 06 Februari 2013.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Dikeluarkan : Di Bantul
Pada Tanggal : 14 Februari 2013
Kepala SMK N 1 Pandak

Drs. Suyut, M.Pd
NIP. 196301171991031002